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THIS ROLL →

95	0003	1062	Pamphlets
	0154	1063	Reports
	0308	1064	Reports
	0453	1065	Reports

File No.: NC 245
File Name: *Survey of Public Education (1917–1921)*
Correspondents include E. C. Brooks, F. P. Bachman, and M. E. Haggarty. Folder 1072 contains clippings.

Roll	Frame	Folder	Roll Contents
95	0562	1066	1917–Jun 1919
	0688	1067	Jul–Dec 1919
	0818	1068	Jan–May 1920
	0948	1069	Jun–Sep 1920
	1068	1070	Oct–Dec 1920
	1167	1071	1921
96	0003	1072	Press Releases and Clippings

File No.: NC 247
File Name: *Scholarships (1921–1922)*

Roll	Frame	Folder	Roll Contents
96	0016	1073	1921–1922

File No.: NC 248
File Name: *North Carolina Division of Negro Education (1921–1929)*
Correspondents include N. C. Newbold. Folder 1076 contains reports.

Roll	Frame	Folder	Roll Contents
96	0047	1074	1921–1924
	0138	1075	1925–1929
	0258	1076	Reports

File No.: NC 249
File Name: *High School Supervision (1921–1939)*
Folder relates to committees and the assistant inspector.

Roll	Frame	Folder	Roll Contents
96	0378	1077	1921–1939

File No.: NC 250
File Name: *State Normal School for Negroes (1921–1924)*
Folder relates to buildings and equipment. See also NC 193, 203, 248. Correspondents include E. C. Brooks and N. C. Newbold.

Roll	Frame	Folder	Roll Contents
96	0473	1078	1921–1924

File No.: NC 251
File Name: *North Carolina Division of Schoolhouse Planning and Construction (1921–1931)*
Folder relates to salaries.

Roll	Frame	Folder	Roll Contents
96	0582	1079	1921–1931

NC 239
APR 21 1947
FMR

What Is Happening To The American Family?

☆

TWENTY-FIRST ANNUAL

Homemaking Institute

APRIL 20-25, 1947

BENNETT COLLEGE
GREENSBORO, N. C.

HOME-MAKING INSTITUTE

1927-1947

"The Eagle's Brood" which was presented over one of the great broadcasting systems was only one of the dramatic incidents which has called attention to the problems of family life. The absence of the men of the family in the war, the fact that mothers had to work and leave their children to shift for themselves, and other factors have contributed to increase the difficulties which families are facing. The newspapers, the radio, the courts, our own personal experiences, all make us aware of the juvenile delinquency which is sweeping our State and Nation.

It is, therefore, most appropriate that the Committee in charge of the twenty-first Home-making Institute should have chosen to center the thinking of our campus and community on "What is Happening to the American Family?" We shall not only wish to face problems in a realistic fashion, but, fortunately, each of us can do something about the problems which we see. We can work in our own homes, in our own community, in our own schools, to try to relieve the frustrations of youth and to give them some understanding of the ways in which their feet would go. This is a joint enterprise of community and college.

It is, therefore, a great joy to salute those who will participate in this twenty-first annual Home-Making Institute of Bennett College.

DAVID D. JONES, President
BENNETT COLLEGE

Building Family Security

Program

★

SUNDAY, APRIL 20, 1947

VESPERS
4 P. M.

ANNIE MERNER PFEIFFER CHAPEL

Speaker

MISS NANNIE BURROUGHS
Secretary, Women's Convention,
National Baptist Church
Washington, D. C.

MONDAY, APRIL 21, 1947

8 P. M.

ANNIE MERNER PFEIFFER CHAPEL

PRESIDENT DAVID D. JONES, *Presiding*

HYMN

INVOCATION ---------- ***Rev. D. W. Roston***

MUSIC ---------- ***Palmer Memorial Institute Choir***

INTRODUCTION OF SPEAKER

ADDRESS—Recent Trends in American Family Life

Dr. Augusta Fox Bronner
Psychologist—Boston, Mass.

MUSIC ---------- ***Palmer Memorial Institute Choir***

BENEDICTION

New Foundations For Family Living

TUESDAY, APRIL 22, 1947

10 A. M.

ANNIE MERNER PFEIFFER CHAPEL

MRS. BARBARA W. HOLLAND, *Presiding*

HYMN
INTRODUCTION OF SPEAKER
ADDRESS—Democracy in the Family
Dr. Augusta Fox Bronner
MUSIC ..... *Charles Moore School Choir*
ANNOUNCEMENTS
BENEDICTION

TUESDAY, APRIL 22, 1947

8 P. M.

ANNIE MERNER PFEIFFER CHAPEL

PRESIDENT DAVID D. JONES, *Presiding*

HYMN
INVOCATION ..... *Rev. J. E. Brower*
MUSIC ..... *Lutheran College Choir*
INTRODUCTION OF SPEAKER
ADDRESS—Alcoholism—Its Effects On the Family
Dr. Dudley P. Miller, Executive Director
Connecticut Commission on Alcoholism
MUSIC ..... *Lutheran College Choir*
BENEDICTION

Alcoholism—Road to Disaster

WEDNESDAY, APRIL 23, 1947

10 A. M.

PRESIDENT DAVID D. JONES, *Presiding*

MUSIC ---------- ***Washington Primary Glee Club***

INTRODUCTION OF PANEL PARTICIPANTS

PANEL DISCUSSION

SUBJECT: Problems of Interpersonal Relations
PRESIDING: MRS. GRACE T. HAMILTON
Atlanta, Georgia

PARTICIPANTS

DR. GLADYS GROVES, Chapel Hill, N. C.
DR. AUGUSTA FOX BRONNER, Boston, Mass.
DR. DONALD KLAISS, Chapel Hill, N. C.
MISS THELMA STEVENS, New York, N. Y.
MISS FRANCES FULLER, New York, N. Y.

MUSIC ---------- ***Washington Primary Glee Club***

ANNOUNCEMENTS

WEDNESDAY, APRIL 23, 1947

2:15 P. M.

INTEREST GROUP MEETINGS

WEDNESDAY, APRIL 23, 1947

8 P. M.

OAK RIDGE COMMUNITY
REV. R. M. PITTS, *Presiding*

HYMN

INVOCATION ---------- ***Reverend Wattlington***

HYMN

ROUND TABLE DISCUSSION

TOPIC: Family Relations

PARTICIPANTS

MRS. GRACE T. HAMILTON
MISS THELMA STEVENS
MISS FRANCES FULLER

QUESTION PERIOD ---------- ***Mr. A. N. Whiting***

HYMN

BENEDICTION

WEDNESDAY, APRIL 23, 1947

8 P. M.

HOLGATE LOUNGE

PERSONAL PROBLEMS CLINIC

for

BENNETT STUDENTS

DR. AUGUSTA FOX BRONNER, *Psychologist*

THURSDAY, APRIL 24, 1947

10 A. M.

LITTLE THEATER

FILM ---------- *Family Relations*

THURSDAY, APRIL 24, 1947

8 P. M.

ANNIE MERNER PFEIFFER CHAPEL

PRESIDENT DAVID D. JONES, *Presiding*

HYMN

INVOCATION ---------- *Rev. M. P. Sawyer*

MUSIC ---------- *Bennett College Quartet*

INTRODUCTION OF SPEAKER

ADDRESS—Education of Youth For Marriage

MRS. GLADYS GROVES, *Director*
Marriage and Family Council, Inc., Chapel Hill, N. C.

MUSIC ---------- *Bennett College Quartet*

BENEDICTION

Educate a Woman — Educate a Family

FRIDAY, APRIL 25, 1947

11 A. M.

SCIENCE ASSEMBLY ROOM

MISS BESSIE R. JONES, *Presiding*

HYMN

REMARKS ---------- ***President David D. Jones***

MUSIC ---------- ***J. C. Price School Ensemble***

INTRODUCTION OF SPEAKER

ADDRESS—Youth Problems

SUPERINTENDENT B. L. SMITH,
Greensboro Public Schools

MUSIC ---------- ***J. C. Price School Ensemble***

PANEL DISCUSSION
Community Resources for Youth

ANNOUNCEMENTS

FRIDAY, APRIL 25, 1947

2:15 P. M.

DISCUSSION GROUP MEETINGS

3:30 P. M.

LITTLE THEATER

FILM ---------- ***Problems of Youth***

FRIDAY, APRIL 25, 1947

7 P. M.

ANNIE MERNER PFEIFFER CHAPEL

PRESIDENT DAVID D. JONES, *Presiding*

HYMN

INVOCATION ---------- ***Rev. J. W. Tynes***

MUSIC ---------- ***Bennett College Choir***

INTRODUCTION OF SPEAKER

ADDRESS—"A Job For the Unafraid"

DR. ALLAN KNIGHT CHALMERS, *Pastor*
Broadway Tabernacle, New York City

MUSIC ---------- ***Bennett College Choir***

BENEDICTION

Today's Youth—Tomorrow's Leaders

SPONSORS

★

Mrs. Flossie Alston
Rev. C. W. Anderson
Mrs. Josephine Banks
Dr. Beate Berwin
Rev. J. E. Brower
Dr. Charlotte Hawkins Brown
Mrs. G. G. Brown
Mrs. John W. Carrigan
Miss Margaret Coleman
Mrs. Nelle Coley
Mr. Arthur Crump
Mr. Charles Fairley
Mr. W. H. Gamble
Mrs. Maggie Garvin
Mrs. Juanita Goldsborough
Miss Frances Gunn
Mr. B. A. Hall
Mrs. F. A. Hargett
Rev. F. A. Hargett
Mrs. Henrietta Hargrove
Mrs. Emma Harris
Mrs. Beatrice Harrison
Mrs. Mae Sue Henry
Miss Julia Johnson
Rev. W. D. Johnson
Rev. W. R. Kelly
Mrs. D. M. Laughlin
Mrs. Margaret Logwood
Mrs. L. N. Lomax
Rev. Emmett McLarty, Jr.
Mrs. M. B. McLaurin
Mr. A. A. Morisey
Mr. A. H. Peeler
Rev. G. M. Phelps
Rev. R. M. Pitts
Miss Mary Price
Mrs. R. C. Robson
Mrs. Bess N. Rosa
Rabbi F. I. Rypins
Rev. M. P. Sawyer
Mrs. M. P. Sawyer
Miss Lyda Gordon Shivers
Mrs. Guyrene T. Simkins
Miss Margaret Simmons
Mrs. Ella Reaves Smith
Mrs. Susie Miller Taylor
Dr. Grace Tickle
Mr. J. L. Vines
Rev. R. W. Winchester
Mrs. Olivia Womack

"And so, may I, on behalf not only of the sister institution, the Woman's College here in this City of Greensboro, but on behalf of the whole University of North Carolina, join in this greeting with a sort of a spiritual consecration as we try to work out together our social problems in North Carolina—white people, Negro people, human beings all."

President Frank P. Graham,
University of North Carolina,
Chapel Hill, North Carolina.

WHAT SIX DISTINGUISHED SOUTHERN EDUCATORS SAID

Excerpts from addresses made on the occasion of the dedication of Pfeiffer Hall and Merner-Pfeiffer Heating Plant at Bennett College, Greensboro, N. C. November 17 and 18, 1934.

BRIGHT FUTURE

"I would call your attention to a noted educator who founded another woman's college, who said: 'If you educate a boy, you educate an individual. If you educate a girl, you educate a family.' I think there is wonderful significance to this statement, especially as it applies to this institution.

" . . . . I hope you will permit me to prophesy. If this institution, through the past five years of the depression, has been able to go from almost *no* students of college grade to an enrollment of 250, I want to prophesy, with some temerity, that you will double that number, and have 500 girls in this institution."

MR. N. C. NEWBOLD,
State Department of Education, North Carolina,
Raleigh, North Carolina.

•

CHRISTIAN TRAINING

"I have always, from the start, had a great appreciation and a great love for Bennett. When the thought came to establish a real college for women here in Greensboro, I felt a throb of gladness in my heart. Bennett is needed here. It could not have had a better location than Greensboro.

"I can't keep from believing that in our education today it's splendid for us to have such institutions. Of course, all the people can not be educated, except through public education. But for the sake of the public schools themselves, it is fine to have religious schools, even denominational institutions like Bennett. I need not go into all the reasons. One is, I don't see how you are going to have REAL Religious Education in Public Schools. But we can do the next thing to it. We can have as teachers in our Public Schools, people who are imbued with the spirit of religion, and colleges like this have a tremendous work to do in furnishing our schools with people who are not only trained properly intellectually, but also have the grace of God in their hearts which they get in institutions like this."

DR. JAMES H. DILLARD,
President Emeritus, Slater Fund,
Charlottesville, Virginia.

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Dr. James H. Dillard,
President Emeritus, Slater Fund,
Charlottesville, Virginia.

SPIRIT OF SERVICE

"I want to thank God for the real leadership that has been put in to creating the atmosphere that is here, on the campus at Bennett. It takes a real spirit and a real vision to get two hundred, or two hundred and fifty, or three hundred girls inoculated with the kind of culture, the idea of service, and the idea of efficiency found at Bennett. I have watched with love and pride the movements of the teachers today. I have seen their touches here and there—their interest, their spirit, their helpfulness. Out of these the spirit of Bennett may grow and be all that it is capable of being. Bennett is an example of what Negroes *can* and *will* do when the proper environments are placed around them. . . . I have great faith in Negro womanhood. No other women upon the face of the earth have had the difficulty that Negro women have had.

" . . . . Girls, here at Bennett you have the chance to set another pace for us and to go upwards another round; and may God give to you that spirit of appreciation, and understanding, and service that you may get out—every one of you, whether you are in city or in rural districts; whether you have to go back and dwell for a time in a small cabin—and with the torchlight of intelligence, and industry, and truth, mold your way into the hearts of the people you serve, ever growing and giving out the spirit of Bennett. . . ."

MRS. MARY MCLEOD BETHUNE,
President, Bethune-Cookman College,
Daytona, Florida.

•

A REAL CHALLENGE

" . . . . I hope Bennett for years to come will remain Bennett College *for Women.* I believe there is a definite place in our educational system for such institutions devoted solely to the education of young women. . . .

"It seems to me that there is a real challenge to an institution such as Bennett College is, along three distinct lines. (1) There is a fine means for the admissions of students to college by which the ablest young people who *want* a higher education may be discovered, and

by which only those who are capable of coming to an institution of higher learning may be admitted. It is necessary for a college to discriminate among those it will admit. (2) Then what are the things that these young people should be taught which will best fit them for the lives they are going to lead when they go out from college? What will be discovered through consultation among faculty members and in conferences in the field of education? (3) After this is done, the ablest teachers that can be found must be brought together as the faculty that is to teach these chosen young people.

"I am sure that, under the leadership of President Jones, and with this endowment of splendid equipment, increased materially by the new buildings which you are dedicating today, you will go on to meet this challenge and to keep Bennett in the forefront of the colleges."

DR. ARTHUR D. WRIGHT,
The John F. Slater Fund,
Washington, D. C.

•

A CHANCE

"The Negro women of the United States are not asking any special favors. Since 1865 they have taken life in its stern reality. They have put their shoulders to the wheel. They are determined 'to arrive' and all they are asking for is a chance. And we are so grateful for the friends who have given them the opportunity to make their contribution. That's what the women of Bennett are asking for—a chance to carry to their people the more abundant life to which all are entitled."

MRS. ROBERT R. MOTON,
Tuskegee, Alabama.

•

CO-OPERATION

"Booker Washington in Atlanta and Charles Brantley Aycock in Greensboro were voices of a new day. Slavery is passed. War is over. Ku Klux Klan gone, intimidations going—a new day. Now we have in North Carolina education and co-operation! Today the sections that were once at war joined hands.

"And so, may I, on behalf not only of the sister institution, the Woman's College here in this City of Greensboro, but on behalf of the whole University of North Carolina, join in this greeting with a sort of a spiritual consecration as we try to work out together our social problems in North Carolina—white people, Negro people, human beings all."

PRESIDENT FRANK P. GRAHAM,
University of North Carolina,
Chapel Hill, North Carolina.

ack. to Pres. Jones 3/9/37 by LW

MAR 10 1937

NC-239

Reprinted from THE JOURNAL OF NEGRO HISTORY, *Vol. XXII, No. 1, January, 1937*

PHASES OF CULTURAL HISTORY OF SIGNIFICANCE FOR NEGRO STUDENTS

This paper deals with certain problems which have developed in relation to a required freshman course given for the third successive year at Bennett College. It was felt that relatively few of the entering freshmen knew how to study, how to get information accurately and without serious gaps from lectures, or how to select material for reading. It was also recognized that because few of the entering freshmen had read widely or from diversified material, and because whatever information these students had acquired they had acquired as series of unrelated facts lacking integration, some course which could supply the largest possible amount of significant information and at the same time develop new techniques of study was needed. A course in the History of Civilization appeared to offer the best opportunity for dealing with these needs.[1]

It is not within the scope of this paper to discuss the various devices used in teaching the students how to study; it may be said, however, that we feel that a certain amount of progress is being made. Integration of knowledge in the mind of the individual student can be achieved only as the student and the instructor have imagination. The imagination of the student may be stimulated by the use of an adequate outline, by inter-departmental coordination, by keeping constantly before him the concept that civilization is an all-inclusive term, and by constantly raising questions which bring into relief less obvious relationships of material. So much for techniques of study.

The purpose of this paper is to discuss the content of such a course in so far as it may be desirable to deviate

[1] An address delivered at the annual meeting of the Association for the Study of Negro Life and History at Virginia State College, Petersburg, Virginia, October 26, 1936.

from the usual material presented. There are certain general principles which must be adhered to and which offer nothing particularly new. Obviously, such a course must be a course in social—giving social its broadest possible meaning—and not in political history. Since it is a freshman course there must be many eliminations of important material. We have tried to include only material which certainly will be of use to the student later, material without which he would be at a loss, and to eliminate the less important. Clearly, in a course of this type, a course introduced into the curriculum to fill a recognized need, the curriculum as a whole must be considered in determining what information is most needed and will be most valuable. We have attempted to do this. We have said to the students that it is the Western or Occidental civilization in which we live today in the United States which is of greatest importance to us, or perhaps, the civilization in which we shall live tomorrow; therefore we try to give them an understanding of the processes of development of this civilization. In so far as this procedure is successful in reaching its objective a background of information widely useful in other college courses is built up.

In determining the content of such a course the question inevitably arises, is there any material, not commonly included in such a course, which should be introduced into a course for Negro students? This question may be answered as the corresponding question relative to courses for women has been answered. If there is material of especial interest and significance for members of a particular group certainly such material should be included in courses given to members of that group. Are there subjects of especial interest to Negro students? Three subjects, given relatively little attention in the usual text or course, at once come to one's mind; these subjects are race, slavery, and the African background, including ethnology and political history.

These are all subjects of wide implications. Shall we reserve these subjects for specific courses in Interracial Relations and Negro History, as is usually the case, and shall we ignore or almost ignore them in the general course? Certainly, for detailed study and adequate treatment, these data must be handled in special courses. But if they are left out of the general course, is not the perspective lost? How, then, shall we treat these subjects?

Lack of time, if nothing else, would prevent discussion of the sociology of race conflict. Yet we must recognize the fact that the Negro college student inevitably will read and read widely concerning race. He will read material presenting widely differing points of view and varying greatly in scientific reliability. Can a course in the history of civilization provide any basis for the evaluation of this material? The anthropologist traces a history of a million or more years, with man changing physically, but slightly, during this time, and acquiring new culture very, very slowly. With this history in mind the student may read wisely this mass of conflicting and emotionally biased material which relates to race. As a picture of the changing skull of primitive man develops in his mind, old ideas and concepts, the subtle psychological effects of which we cannot measure, fade in importance. The value of the cubic centimeter capacity of the skull cap as a criterion for determining mental ability must be questioned in the light of data about primitive man. Freshmen can become tremendously interested in primitive man, and a knowledge about him should insure more open-minded and more intelligent reading about race.

A picture of the slow accretion of culture, with major inventions occurring so seldom, may be of equally great importance. When the student sees that derived inventions were dependent so often upon interchange of ideas and communication between groups, and that this interchange of ideas was made possible or restricted by geo-

graphical factors, he may see also the relative unimportance of variations in stages of culture achieved at a given date. In the light of a million years of history coupled with a degree of geographic isolation, the inferiority of the culture of the barbarian Briton, about 55 B. C., as compared with the culture of the Roman of that period, does not prove conclusively that the Briton was too stupid to make a good slave. We have, therefore, in the course at Bennett, included the study of primitive man from the anthropological point of view, and we try to give emphasis to the point of view that a simple culture does not necessarily indicate a low mentality.

The subject of slavery may be examined for somewhat different reasons. Slavery as an institution is not a controversial problem at present. What is its importance as a subject for special emphasis for Negro students? Slavery is so recently discarded an institution in the southern United States that it is not surprising to find that the word connotes an especial sense of racial humiliation in the mind of the young Negro student. Psychologically it would seem that the soundest way to deal with this is to introduce the problem from the anthropological point of view. It can be dealt with then as an institution originating perhaps in wife purchase, occurring very widely, and enduring through long periods of time. This should give the word a less personal, more objective significance. It was startling to discover that many freshmen, without a very considerable and highly specific ground work on the part of the instructor, could not separate the institution of slavery from the slavery of the Negro in the south. Asked to write a paper or a paragraph on slavery in ancient Rome, the student might introduce the word *ancient* and perhaps the word *Rome* into the first sentence or two, or perhaps only into the title, but would discuss for the balance of the paper or paragraph some aspect of slavery in the United States, most often the treatment of slaves,

and would make no transition either of time or of geography in so doing. This may indicate a rather fundamental attitude which should be dealt with. In dealing with the subject of slavery, then, perhaps we should do what Dr. Du Bois has done with his course in International Relations. He shifted the scene from one highly colored by personal connections and resentments, to an impersonal stage where a truly objective discussion could be more certain. In discussing slavery it may be well to emphasize universal and not special implications.

The following quotation from an examination paper handed in at Bennett last year by a freshman may indicate a desirable change in point of view about slavery.

"My essay was on early slavery. I covered the period from prehistoric man up to slavery in Greece. I found many interesting things and I enjoyed the research work.

"Slavery has been in existence almost as long as man. Slavery is an economic condition. As long as there is scarcity of food there will be no slaves, but as soon as food supply becomes abundant slavery springs up. It is a form of the law of might as the stronger tribe enslaves the weaker. Slavery is found in all ancient countries. It was sanctioned by law in all communities and most religions also sanctioned it. The life of a slave varied according to the country and to what master he belonged. Some slaves were well educated and acted as tutors for the boys in the house, while other slaves served as farm laborers and domestic workers.

"I think that this material has some value to a race not 100 years out of slavery. It is interesting to know that almost every race under the sun has been enslaved at one time or another in their history. The treatment of slaves is interesting to compare with the treatment of American slaves. To a nation recently set free from slavery and to an educated class of people this material should be interesting and valuable."

We have felt a very definite need for a book on the institution of slavery, a book within the reading range of the college student, which would give the anthropological

background, and trace the course of slavery in the historic period throughout the various countries of the world, including considerable material about inter-tribal slavery in Africa and the African native part in the slave trade with the white traders.

There are two phases of the African background which may be discussed separately in relation to the content of the general course. These phases are the cultural history or ethnology, and the more or less legendary political history.

Has the material relating to African ethnology a place in the general course? The Negro student has peculiar and difficult problems to face. His self-respect must be maintained in the face of difficult and to himself undignified adjustments and discriminations. Any member of any race has the right to the self respect engendered by legitimate pride in racial achievement. This is difficult to deal with adequately for the Negro student because so little material is readily available. However, because this material is not very accessible, it is not true that it is nonexistent.

The contribution of the Negro in the field of music has been recognized, and the average student understands this and takes pride in it. It is being recognized now that primitive African art has had a definite influence on modern art. However, if the student is to appreciate and understand some of the examples of African art he may require explanation and guidance. There are, however, many beautiful examples of art in the form of handicrafts which the student can understand and enjoy if given the opportunity. There are beautiful brass bowls, beautiful examples of carved objects, there is beautiful pottery and iron work. More of this ought to be found on college campuses. All too often the traveler returns with only the bizarre and the grotesque. Persons who do not understand such objects do not appreciate or even like them.

One of the interesting and significant features of African civilization is the elaborate system of proverbs which enter into the philosophy and system of ethics of the people. Fortunately, a collection of these is available in *African Myths* and *The African Background Outlined,* both by Carter G. Woodson.

African ethnic material may be introduced to the Negro student, quite reasonably, because it is African, and because he may take pride in it as such. There are other and more fundamental implications which cannot justly be ignored. Some of the African culture traits may have contributed to the culture existing in America today. In so far as these influences and origins, whether recent or ancient, can be traced they should be presented to the student. All through school the Negro is taught the history of Western Caucasian civilization and almost nothing is included which relates to the ethnic background of his own race. He has a right to know that the invention of iron smelting probably came from central Africa. It is certainly inadequate to trace the origins of our art, architecture, and science to Greece. We must cross the Mediterranean and examine the development of civilization in Egypt. But can we stop there? Did the Egyptians influence their neighbors to the south or did they borrow from Meroe? If such information is to be given in college courses it must be made available.

Knowlege of what has occurred in Africa in remote periods and information relating to early interchange of ideas might be increased largely by further archaeological research. It is to be hoped that greater interest in this material will result in such expeditions before any more material is lost through wars or other destructive agencies. The publication of a very complete bibliography of extant material relating to African history, with brief but authoritative notes as to the value and authenticity of the various references, and information as to where one

may buy or consult references which are of foreign publication or out of print, would be of very great value to teachers. Another most valuable contribution could be made in translating and publishing source material. If such material could be edited by scholars who would annotate with critical and searching comments it would be most helpful in including this material in college courses. The majority of the teachers who need to use this material have not had the highly specialized training necessary in evaluating source material.

The political history of central and southern Africa after the beginning of the historic period may have had relatively little influence on our civilization, but that is not a satisfactory reason for ignoring it. Graduate students are seeking problems for research. It would be interesting if some of them would turn their attention to problems concerning the history of Africa. What is the actual, incontrovertible evidence regarding the Negro influence in Egypt? Is there evidence on this point accessible to persons who cannot search for it abroad? Would it be worth while to translate and publish the *Tarikh-Es Soudan?* Where can one read of Eudoxus of Cizicus who traveled, perhaps, to the Gulf of Benin? Where can one read of the travels of Leo of Grenada from Fez to Timbuctu? Where can one read of the western Soudan as described by Al-Bekri in the eleventh century, or read the *Chronicles of Ibn Batuta?*

How shall we determine what is legendary and what is true? What may one accept of the legend of the Queen of Sheba? Was the palace reported excavated recently really her palace? Did she rule over a territory which included land on the Arabian side of the Red Sea? Who was she? Who was the African sovereign of whom the Portuguese heard in 1471, and whom they thought might be Prester John? Is Prester John entirely fabulous or was there a personage back of the stories? What is the

significance in the connection of both India and Ethiopia with these Prester John stories? And what is the significance of resemblances between some of the African ruins and some of the temples of India? Perhaps this mass of legendary material is of slight value. The cultural history and ethnic relationships are certainly more significant. However, we cannot be sure that nothing of actual importance has been overlooked until all of the legends and all of the written accounts have been critically examined.

In closing it must be made clear that the course in the History of Civilization at Bennett College is, to some extent, in an experimental stage; also that the content of the course is in no sense restricted to the material discussed in this paper. It is a course in our social history up to and to some extent including the Renascence. The subject of primitive man is introduced as part of this cultural history, but with the intention of giving the student the perspective he should have in regard to race. The institution of slavery is introduced, in passing, as an aspect of the particular civilization under discussion, along with other aspects, good and bad. These various aspects are considered briefly as we discuss the histories of Egypt, Crete, Babylonia and Assyria; the literature, science, and philosophy of Greece; the contributions of the Hebrews; the rise and fall of Rome; early Christianity and its struggle against paganism; the increasing organization and influence of the church; the struggle between Christians and Moslems; and the Revival of Learning.

The subjects of race, slavery, and the African background fall naturally into place in this background of cultural continuity. The course succeeds or fails in its special purpose as the students do or do not achieve this point of view.

GRACE HAYS JOHNSON

Bennett College

Bennett College...

An Arsenal for Democracy

APR - 4 1941

An Arsenal
is a forge for the tools of combat, and if the democratic way is to stand triumphant in the fight for human achievement, its arsenals must forge tools for construction and progress of truer steel and finer temper than can be found in destruction's tanks, guns and planes.

Young people are the machine tools by which the nobler life of our future will be fashioned. Our schools and colleges are the workshops in which these living instruments can be finely machined for consecrated service to God and fellowman. We, at Bennett College, like to think of our institution as one of America's arsenals of light and life.

Progress
is being made for democracy—progress all along the line; but even as there are bottlenecks choking production of machines for horrid war, just so are there bottlenecks in the battle for a better way of life. One of the most severe of these points of constriction is the lack of adequate facilities for the proper training of young Negro women. A large per cent of them lack funds sufficient to pay the necessary expenses involved in college training. Bennett College is fighting, heart and soul, to smash this bottleneck which is choking democracy.

Under Methodist Auspices
since 1873, Bennett felt a new surge of vitality in 1926 when the College was reorganized as an institution for women and called one of Greensboro's native sons, Dr. David D. Jones, to the presidency. In 1926, Bennett had 10 students in college classes—today she has 360 students from 27 states. In 1926, Bennett had four small college structures and no endowment—today she has a physical plant which can carry the present load, annual endowment income of $15,450, highest rating from the Southern Association of Colleges and Secondary Schools, and is one of the only two fully accredited colleges for Negro women in the entire nation.

Proud of what has been done at Bennett and humble in the face of the tremendous tasks ahead, we approach you as one so vitally interested in the cause of education that you may wish to know more of Bennett's work, her aims and her needs.

NEEDS

Scholarship
aid and work were given last year to 250 young women out of a student body of 354, with the College using over half of its endowment income to augment privately donated scholarship funds.

A year at Bennett, all expenses included, costs a student $350. Individuals, churches, or other organizations may pledge an entire scholarship, or any part of one. All aid is administered with such care that in every case it means the difference betwen a girl continuing her education or dropping out of college.

Books
Our library is the heart of our arsenal of democracy at Bennett. Extension of its scope is one of our most pressing needs. Gifts of money or books will fill out our shelves and enrich the work of faculty and students.

Endowment
If your thoughts turn to the long view, to the other years beyond the present one, Bennett's future is with you. The General Education Board, New York City, has offered $200,000 in endowment, if a matching fund of $300,000 can be secured by the college.

We of Bennett believe so fervently in the value of the training we are making available to young Negro women, that we feel no hesitancy in approaching you openly and proudly and asking you to aid us in broadening our work and in making it more effective.

Whether the gift be large or small, whether it be books for the library or a scholarship for an able and needy girl, Bennett College will greatly welcome your help and will gladly honor the name under which any donation is made.

Won't You Help Make Bennett an Arsenal for Democracy?

A letter to

DAVID D. JONES, *President*
Bennett College
Greensboro, N. C.

will bring a prompt reply to requests for additional information.

2/17/41

DC-239

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1. President David D. Jones. B. A. Wesleyan University, M. A. Columbia, LL. D. Howard.
2. Annie Merner Hall, Sophomore Dormitory.
3. The Faculty Making Ready for Commencement.
4. Students Learning the Principles of Food Values.
5. The Long Walk with Pfeiffer Hall in the Foreground.
6. The Nursery School Where the Little Fellows Learn Early How to Live Together.
7. Students in the Thomas F. Holgate Library.

Each year Bennett College graduates about 40 young women who go forth to carry the Christian culture into teaching or social or religious work among their own race or to establish influential Christian homes. The class of 1935 is typical. There were 28 graduates in this class and their occupations today are as follows:

Housewives	16	Librarian	1
Teachers in High Schools	4	Cafeteria Worker	1
Home Economics Teachers	4	Vocational Home Economist	1
Teachers in Elementary Schools	6	Unemployed	3
Unclassified Employment	4	Deceased	1

A Real Arsenal
. . . for Democracy

"The Long Walk," with Pfeiffer Dormitory in the foreground. Three hundred and sixty Negro young women are going down "The Long Walk" today to their classes. They have come from twenty-five states in the Union to Bennett College at Greensboro, North Carolina, to prepare themselves for the "responsibilities and opportunities of their new day." Bennett College was admitted to membership in the American Association of Collegiate Registrars in 1932, became a member of the Association of American Colleges in 1934, and in 1938 received an "A" rating from the National Association of College Women. It is the joint responsibility of the Board of Education and the Woman's Division of Christian Service of The Methodist Church

The Way of Life at Bennett College

Members of the Little Theatre Guild discuss with their director the coming production of Sierra's "Holy Night." The director is a graduate of one of the nation's leading universities and has herself worked with dramatic groups in New York. Over the fireplace is the picture of Mrs. Henry Pfeiffer, who has helped make the expansion of Bennett College possible

Nursery School Tots Learn to Care for Their Own Needs. And Bennett students of education learn how to teach the little ones to help themselves

Dr. R. Nathaniel Dett, director of the Bennett College Choir. Centuries of musical tradition have been codified and brought under the yoke of musical art for the benefit of students at Bennett College. The head in music at Bennett is a graduate of Oberlin Conservatory of Music and holds the Master of Arts degree from the Eastman School of Music of the University of Rochester. Both Oberlin College and Howard University have conferred upon him the degree of Doctor of Music, in recognition of his achievement. His recent large work, "The Ordering of Moses," has been sung at Cincinnati Music Festival, the Julliard School of Music, the Westchester Music Festival, and by the Swedish Choral Society in Chicago. His "Listen to the Lambs" has sung its way around the world. Music is a living element in the fellowship at Bennett

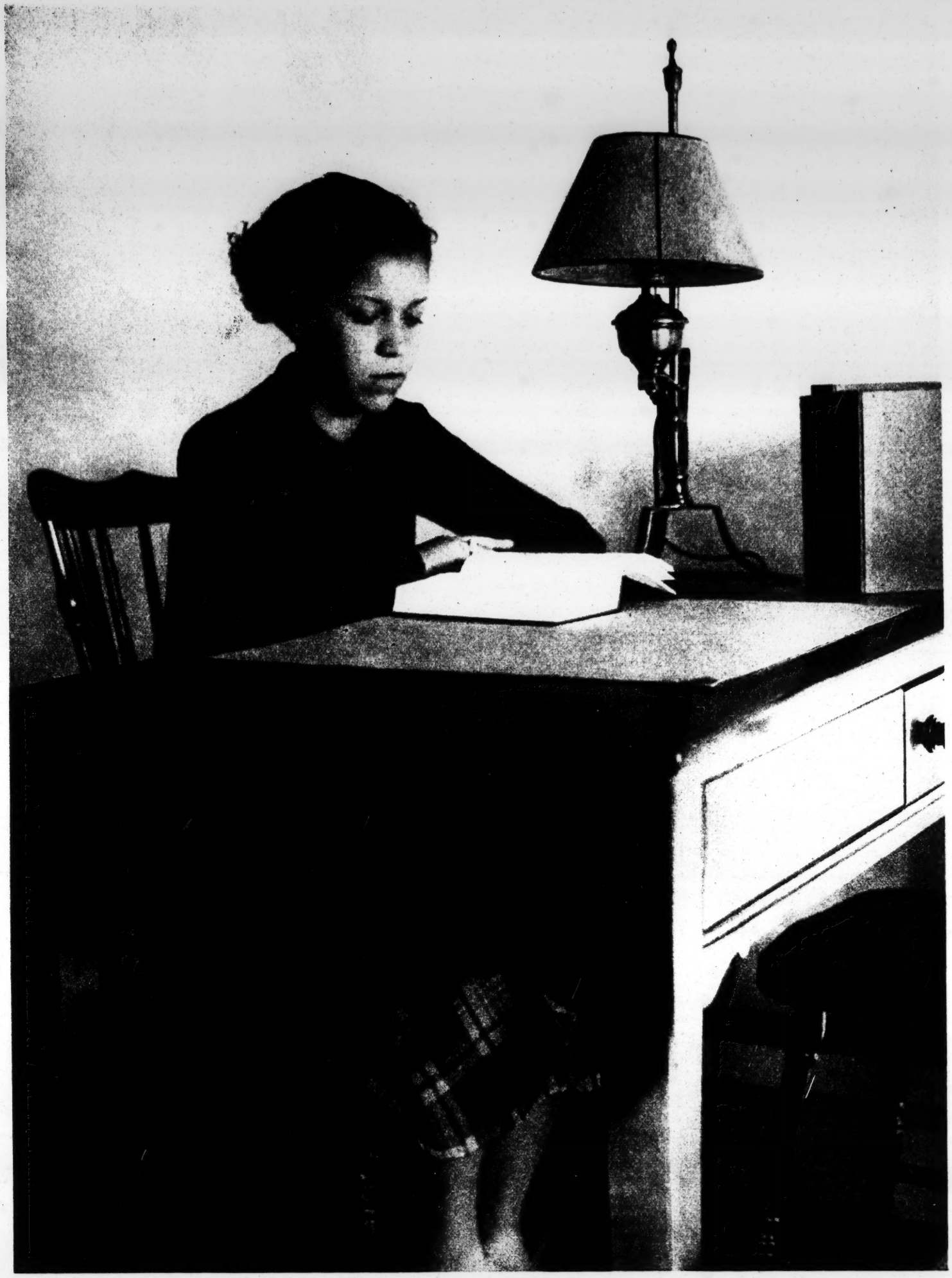
Architect's drawing of the new Carrie Barge Hall, junior dormitory, gift of the Woman's Home Missionary Society of the former Methodist Episcopal Church. From the outset, Bennett College has had as its ideal the accepting of students as they are, with a view to leading them to the

A dormitory director pours tea at a casual social hour in the Home Economics Living Room. Varieties of social and cultural contacts in the college community are a part of the educative process. Informal teas, the evening sing, grace the hours for relaxation

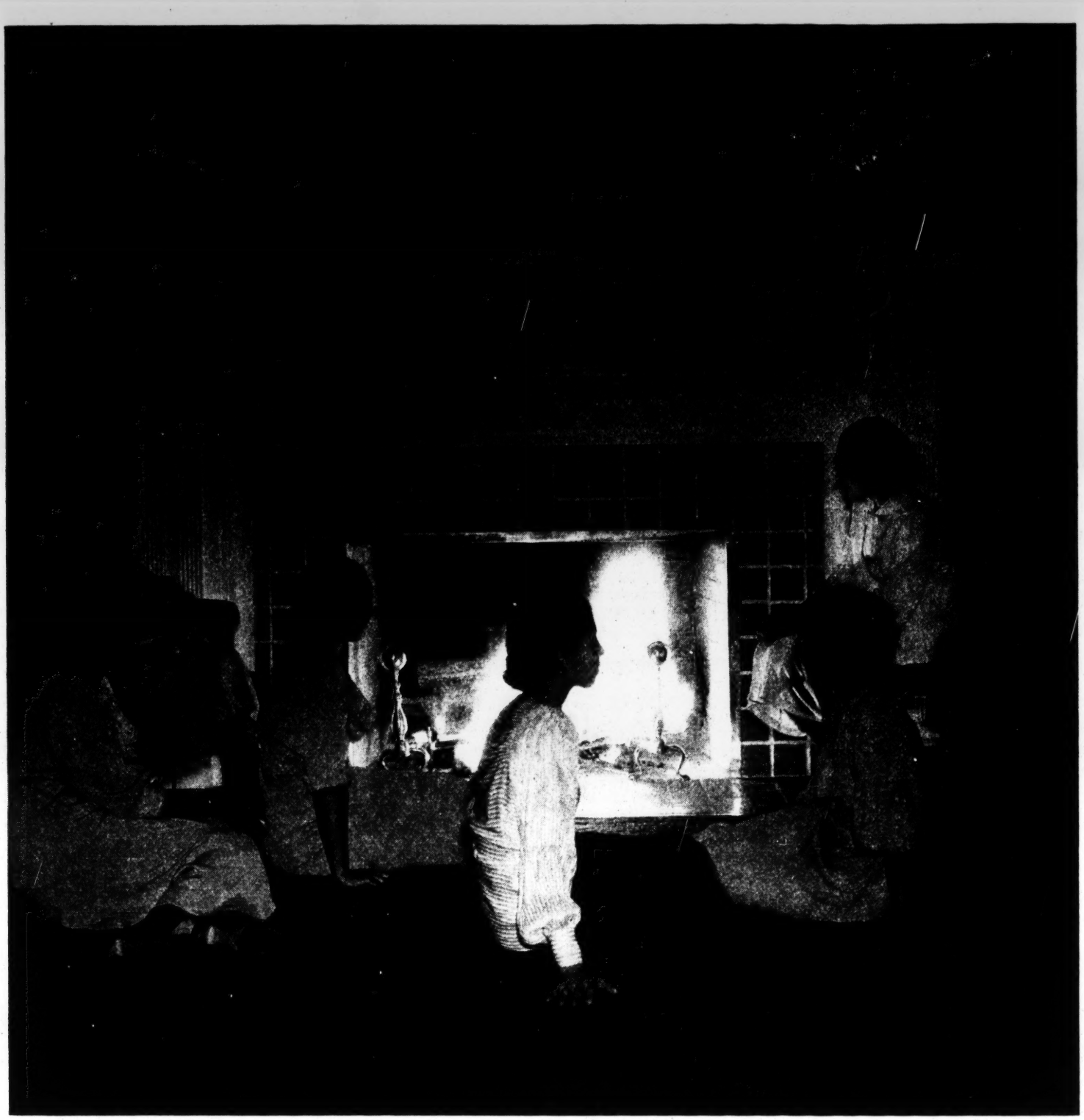
goals which they have in mind for themselves. To achieve this one method has been to surround the young women with the kind of influence and atmosphere that will be conducive to the development of the highest standards of scholarship, culture, and social relationships

A Science major, a girl from North Carolina, at work in the Chemistry Laboratory. Science creates the fabric of our western civilization. At Bennett science is studied to furnish a background for more abundant living. Bennett also enlists science in the service of the Christian home and the community

Interior of the Thomas F. Holgate Library. "White men and women of the North join with the white men and women of the South and with men and women of our own group to say that the day has come when Negro women need for their very own a college inferior to none"



A typical student at work in her room in Pfeiffer Hall, senior dormitory. Many Bennett graduates go on for graduate study and two have been the recipients of scholarships for foreign study



Contentment and repose around the fireplace in Pfeiffer Dormitory. The mural is by Aaron Douglas, celebrated contemporary Negro artist, and represents the liberation of Negro womanhood

The President and Board of Trustees of Bennett College

Honoring the Women of Methodism
Through whose generosity these buildings are made possible

cordially invite you to be present

at the Dedication of the Carrie Barge Hall

and the Laying of the Cornerstone
of Annie Merner Pfeiffer Chapel

Friday, April 18, 1941, at 10:30 A. M.
Greensboro, North Carolina

ARCHITECT'S DRAWING OF THE CARRIE BARGE RESIDENCE HALL

Gift of the Woman's Home Missionary Society of the former Methodist Episcopal Church

Annie Merner Pfeiffer Chapel is the gift of Mrs. Henry Pfeiffer, New York City

ARCHITECT'S DRAWING OF THE

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JUN - 6 1941

NC-239

Cornerstone Laying

of

ANNIE MERNER PFEIFFER CHAPEL

BENNETT COLLEGE

DR. W. C. JACKSON, CHAIRMAN
BENNETT COLLEGE BOARD OF TRUSTEES
Presiding

APRIL 18, 1941
9:30 A.M.

Program

Hymn: "How Firm a Foundation"

Reading of the Scripture ..... Rev. J. E. Brower, Greensboro

Invocation ..... Dr. Rollin H. Walker, Delaware, Ohio

Selection ..... Bennett College Choir

The Significance of the Annie Merner Pfeiffer Chapel
As a Gift ..... Mr. Garfield D. Merner, San Mateo, California

Words of Appreciation: On behalf of Bennett College
Mr. P. A. Klugh, Dean of Bennett College

On behalf of the Woman's Division of Christian Service
of the Methodist Church ... Mrs. J. D. Bragg, St. Louis, Mo.

On behalf of the Board of Education
Dr. Thomas F. Holgate, Evanston, Illinois

On behalf of the General Education Board
Dr. Jackson Davis, New York City

Statement of the Contents of the Box
Mrs. Garfield D. Merner, San Mateo, California

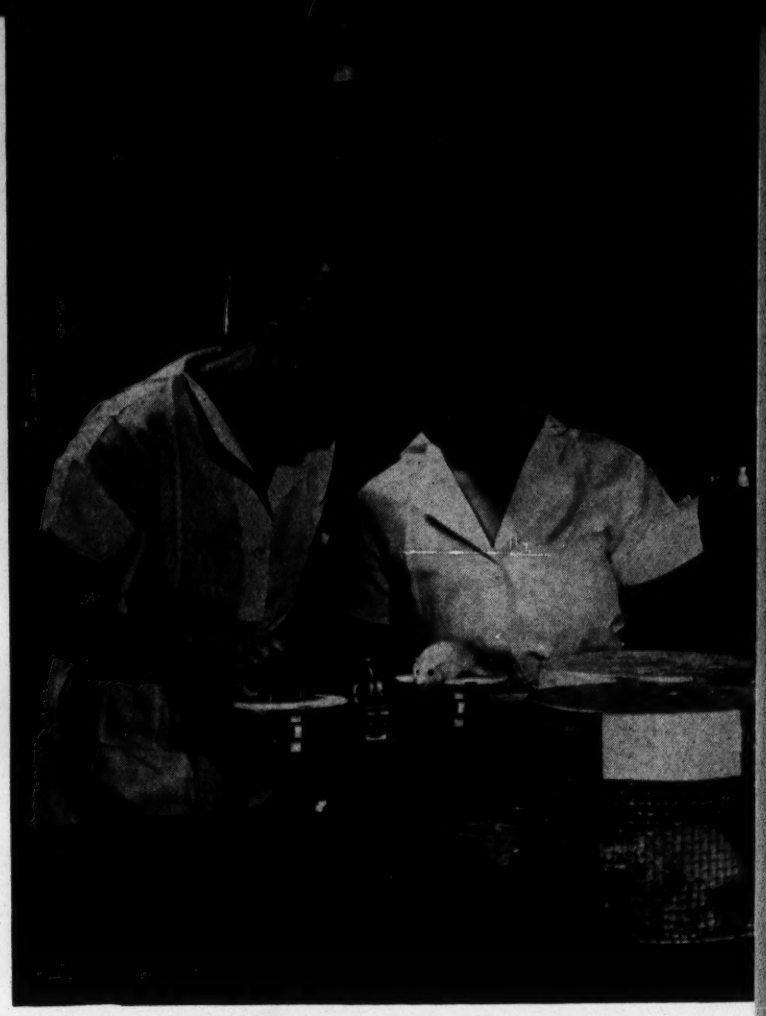
Laying of the Cornerstone
Mrs. Henry Pfeiffer, Donor, New York City

Benediction ..... Rev. W. T. Lomax, Greensboro

JUN 19 1941

An Inquiry

Improving College Education for Women



By studying white rats do Bennett women really learn nutritional values?

Are social and cultural contacts a part of the educative process?

from Bennett College

Improving College Education for Women

AN INQUIRY

Prepared by the Staff of Bennett College with the assistance of Edgar Dale, Professor of Education, The Ohio State University, Columbus.

No. 525

We ask your frank and careful answers to the following questions. This questionnaire is numbered and your name will be known only to Dr. Dale. He wishes to know those who reply to these questionnaires in order to make it possible to get additional help from persons who make especially valuable reports.

This inquiry is addressed to five hundred college women graduates selected by the National Association of College Women and to graduates and former students of Bennett College.

1. Name of college or colleges attended _____

   No. of years in college_____ Degrees held, if any_____ _____ Date of last year in college _____

2. Do you live on a farm?_____ In town?_____ Population of town _____.

   Are you single?_____ Separated?_____ Widowed?_____ _____ Divorced?_____ Married?_____

   Year of marriage_____ Ages of children_____

3. Are you now gainfully employed?_____ Full time?_____ Part time?_____ Unemployed?_____

4. If married, were you employed between the time you left college and marriage? Yes_____ No_____

5. In the blank spaces below, write the positions, in order, which you have held since leaving college. Fill in the additional information as requested. If you have held more than six jobs, put this information on an extra sheet of paper.

	Positions Held	*Nature of Work*	*Salary per Week*	*Date*
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				

6. Were you disappointed in the salary that you got on your first job after college? Yes_____ No_____ Was it as good as you expected? Yes_____ No_____ Better? Yes_____ No_____

7. Was your first job after college satisfactory as to salary? Yes_____ No_____ As to nature of work? Yes_____ No_____

8. Is your present position satisfactory as to salary? Yes_____ No_____ As to nature of work? Yes_____ No_____ Comment:_____

   _____

9. Did you get your first job through your college? Yes_____ No_____ Partly_____

10. Did your college training fit you for your first position after leaving college? Yes_____ No_____ Partly_____ Explain: _____

    _____

11. Was your college training of direct help in gaining advancement? Yes_____ No_____ Partly_____ Explain:_____

    _____

12. Did any extra-curricular activities help you earn a living? Yes_____ No_____ Explain:_____

    _____

On this and following pages there are presented a series of problems which we want you to rate in five different ways. This information will help us make the college curriculum for Negro women more effective.

IN COLUMN 1 check those items which you studied in college as parts of regular courses. In COLUMN 2 check those items you learned about through extra-curricular work, that is, outside of regular courses. It might be in a club, a society, chapel, off-campus speakers, etc. In COLUMN 3 check those items which you think should have more emphasis. In COLUMN 4 check those items which you think should receive the same treatment as they now get. This may mean (a) that they are now covered satisfactorily, or (b) that they are not treated at all, and that this meets your approval. In COLUMN 5 check those activities which you now think should receive less emphasis in college.

EARNING A LIVING	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of Study	Outside Regular Course	More	Same	Less
	1	2	3	4	5
1) A survey of occupations					
2) How to get a job					
3) How to improve myself on the job					
4) Special problems of the Negro in occupational life					
5) How to use my working time more effectively					
6) How to get along with fellow workers					
7) How to manage a business					
8) How to adjust to my living conditions on the job					

9) Other problems in this field which ought to be included in a college course are:

COMMUNICATION	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of Study	Outside Regular Course	More	Same	Less
	1	2	3	4	5
1) How to speak in public or before small groups					
2) How to write interesting, friendly letters					
3) How to write simple business letters					
4) How to carry on an interesting conversation					
5) How to be a discriminating radio listener					
6) How to discuss problems intelligently					
7) How to be an intelligent reader of books, newspapers, and magazines					
8) How to write for publication (letters to editor, etc.)					
9) How to use a typewriter					
10) How to keep up with current events					
11) How to think straight					
12) How to develop an effective and pleasing voice					
13) The art of correct speech					
14) How to improve my vocabulary					

15) Other problems in this field which should be included in a college course are:

16) About how many books have you read in the last twelve months? ..... 17) List those that you have liked most this year:

18) Do you find it hard to get books to read? Yes..... No..... 19) If YES, explain .....

20) List the magazines which you now read:

21) Underline the types of radio programs to which you listen quite regularly: News Sports Comedy and Variety Shows Plays and Dramas Speeches Continued Stories and Serials Symphony or Opera Quiz Programs Round Table Discussions and Forums Household Problems Church Services Educational Programs Popular Music Short-wave — Foreign Police

22) List some of the radio programs which you especially enjoy:

23) How many times have you been to the movies in the last seven days? ..... The last month? ..... If you go rarely, please explain why:

24) List several films that you have enjoyed most in the past year:

25) Do you read a daily newspaper regularly? Yes..... No..... A weekly newspaper? Yes..... No.....

26) Write here the name of the paper or papers which you read regularly:

27) Is there a Negro newspaper available where you live? Yes..... No.....

28) What parts of the paper do you usually read? ..... 29) What parts do you usually skip over? .....

30) What are the four or five big topics of conversation in the groups with which you associate?

a) ..... b) .....

c) ..... d) .....

HEALTH—MENTAL AND PHYSICAL	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of Study	Outside Regular Course	More	Same	Less
	1	2	3	4	5
1) How to get along with my family					
2) How to get along with other people					
3) How to care for the health of children					
4) How to improve my personal appearance					
5) Taking care of my health					
6) How to take care of sick people					
7) Sex education					
8) How to keep from worrying					
9) The use of patent medicines					
10) Public sanitation, such as water supply, sewage disposal, handling of foods					
11) How to develop a sense of humor					
12) How to get a balanced diet					
13) How to give first aid					
14) How to develop an attractive personality					
15) How to avoid letting your feelings be hurt					

16) Other problems in this field which should be included in a college course are:

17) What are some of the big things, if any, that you worry about?

18) Do you carry hospitalization insurance? Yes..... No..... Life insurance? Yes..... No.....

19) Do you pay life insurance premiums weekly..... monthly..... every 3 or 6 months..... annually.....

CONSUMER EDUCATION	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of Study	Outside Regular Course	More	Same	Less
	1	2	3	4	5
1) How to spend your money wisely					
2) How to select, purchase, and take care of clothing					
3) How to rent, buy, or build a home					
4) How to buy healthful foods					
5) How to buy life insurance					
6) How to borrow money at reasonable interest rates					
7) How to save on beauty aids					
8) How to judge advertising					
9) How to buy bonds, government and others					
10) How to build a savings account					
11) How to select a new or used automobile					
12) How to invest money wisely					
13) How to do simple accounts and make a budget					
14) How to select, purchase, and care for household furnishings					
15) How to be well-groomed on little money					
16) Problems in installment buying					

17) Other problems in this field which should be included in a college course are:

18 Which of the following types of equipment or furniture do you use? Check: Radio..... vacuum cleaner..... electric stove.....
electric refrigerator..... camera..... washing machine..... typewriter..... electric toaster..... mangle..... electric iron..... victrola.....

19) What help, if any, should a college give in the purchase, use, or simple repairs involved in using this equipment?

20) In connection with home decoration, what help, if any, should a college give on how to paint, refinish, or keep in good repair furniture, woodwork, floors?

18) What leisure-time activities that you learned in college are you *not* now using?

19) List sports or games which you wish now you had learned in college?

COMMUNITY LEADERSHIP AND CITIZENSHIP	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of Study	Outside Regular Course	More	Same	Less
	1	2	3	4	5
1) Social responsibilities of college women					
2) How to be a leader in the community					
3) How to organize clubs					
4) How to conduct or participate in club meetings					
5) How to improve community life					
6) How to get better people in office					
7) Problems of rural life					
8) How to conserve natural resources					
9) Prevention of crime and delinquency					
10) How to deal with racial prejudice					
11) How to work with groups of children and young people					
12) How to prevent or reduce unemployment					
13) Improving the housing situation					
14) The problem of economic security					
15) Understanding taxation					
16) How wars are caused and prevented					
17) How to tie up teaching with community activity					

18) Other problems in this field which should be included in a college course are:

23) What leadership have you given in your community? For example: Helped get information for farmers about farm security loans; helped distribute information about old age benefits; helped get a new piano for the school; and the like.

24) Tell specifically how, if at all, the college might have given you more help in methods for improving community life.

25) Are you a member of any type of the following organizations: (List any offices—for example, president, secretary, board of directors, etc.—now or previously held in such organizations since leaving college.)

	Yes	No	Offices Held
a) Professional			
b) Civic			
c) Social or Fraternal			
d) Church			

26) List the names of those organizations in which you are now an *active* member.

HOME AND FAMILY LIFE	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of Study	Outside Regular Course	More	Same	Less
	1	2	3	4	5
1) Problems of courtship and marriage					
2) How to plan family recreation					
3) How to select and prepare foods					
4) How to make my home, apartment, or room attractive					
5) How to make-over clothing for myself or children					
6) How to be a good planner and an efficient homemaker					
7) How to entertain guests					
8) How to make simple household repairs					
9) How to understand and bring up children					
10) How to have a happy family life					

11) Other problems in this field which should be included in a college course are:

12) Do you rent your home? Yes..... No ..... Amount of rental $ ..... Own your home? Yes..... No.....

RECREATION	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of Study	Outside Regular Course	More	Same	Less
	1	2	3	4	5
1) How to plan an enjoyable vacation					
2) Helping children enjoy games, stories, etc.					
3) How to play a musical instrument					
4) How to appreciate good music					
5) How to have fun on a small budget					
6) How to use leisure time					
7) How to enjoy travel					
8) How to get enjoyment from singing					
9) How to select and enjoy movies					
10) How to select and enjoy good radio programs					
11) Making things as a source of recreation					
12) How to dance					
13) Getting enjoyment from creative arts such as painting, modeling, writing					
14) How to be an intelligent spectator of competitive sports					

15) Other problems in this field which should be included in a college course are:

16) List here the chief leisure time activities in which you engage:

17) Underline those for which your college training was very helpful.

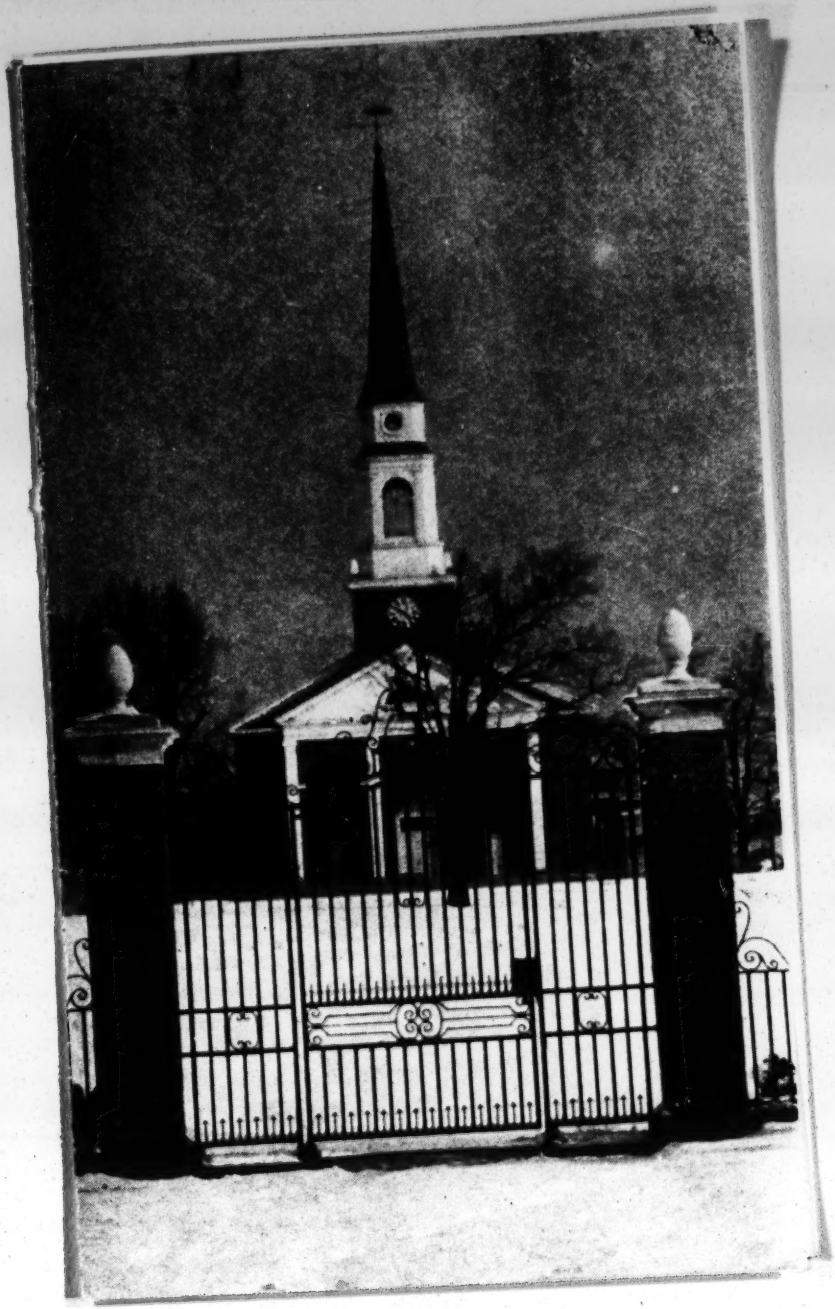
RELIGION AND PHILOSOPHY OF LIFE	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of Study	Outside Regular Course	More	Same	Less
	1	2	3	4	5
1) Finding out about what is worth while in life					
2) The place of religion in the world today					
3) What the church can do to improve community life					
4) Religious education of children					
5) How to work in Sunday School					
6) Getting satisfaction out of life					
7) The obligation of the college woman to church and society					
8) Developing a well-rounded view of life					

9) Other problems in this field which should be included in a college course are:

GENERAL	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of Study	Outside Regular Course	More	Same	Less
	1	2	3	4	5
1) The Negro contribution to American culture					
2) The history of the Negro in America					
3) The changing status of Negro women					
4) The role of the Negro woman in state and national affairs					
5) Ways in which a minority group can adjust itself to social conditions					

6) Other problems in this field which should be included in a college course are:

Seniors—but what can they do? That's the question.



Some Facts About . . . . . .
BENNETT COLLEGE

BENNETT COLLEGE, Greensboro, North Carolina, is one of the two Negro colleges of liberal arts in America whose work is planned entirely for women.

Bennett College is a small church-related college under the auspices of the Methodist Church. It is managed by an independent Board of Trustees.

Bennett College has the highest possible rating—A—from the Association of Colleges and Secondary Schools of the Southern States and also from the North Carolina State Department of Public Instruction. Bennett is a member of the Association of American Colleges and of the American Association of Collegiate Registrars. It is qualified to grant the Bachelor of Arts degree and the degree of Bachelor of Science in Home Economics.

Bennett College's faculty and staff include a total of 52 persons, many of whom have taken advanced work at the best graduate schools in the United States and Europe. Bennett also has visiting professors from the University of North Carolina.

Bennett College has 23 college buildings. This includes five up-to-date, attractive dormitories, well-equipped science and classroom buildings, a modern library, a new chapel, a gymnasuim, a home economics practice house, and other buildings.

Since Bennett became a woman's college in 1926 there have been 481 graduates who are now found in many walks of life throughout the country. Many are homemakers, many are teachers, and still others are engaged in such diversified occupations as library service, social work, recreational leadership, county auditing, and secretarial practice. Two are directors of nursery schools, two are deans of women in southern colleges, and one is an executive secretary on the national Board of the Young Women's Christian Association.

The present enrollment of Bennett College includes about 400 young women who come from 28 different states covering all sections of the country. Bennett is truly a

national college. The enrollment in 1926-27 was only 10 young women of college grade.

Bennett College has a functional curriculum which is building courses to meet the actual needs of women today, not only preparing our students for professional careers, but also helping them to be skillful in such practical activities as caring for children, budgeting and wise buying, tasteful home decoration, and community participation (public speaking, handling meetings, church work, etc.).

Bennett College has been a pioneer in nursery school work and maintains a nursery school for children which provides a laboratory for training students in the principles of child care and child development.

Bennett College has become a meeting-place for many gatherings aimed at developing a richer national life. We have recently held on our campus such conventions as the annual State Conference of Advisors to Youth, the Southern Regional Conference of the Y. W. C. A. Leaders in colleges, and yearly meeting of the Negro Inter-Collegiate Dramatics Association and the Association of Business Officers in Negro Schools have also met on the Bennett College cam-

pus. The Annual Home-Making Institute each year attracts a large number of visitors.

The Honorable J. Melville Broughton is the second Governor of the State of North Carolina to speak on the Bennett College campus in the last few years. Governor Clyde M. Hoey was the speaker at the dedication of the Henry Pfeiffer Science Hall.

Greensboro, North Carolina the home of Bennett College is a college town located on the main line of the Southern Railway System. It is a night or day's ride from Washington, D. C., or Atlanta, Georgia. Visitors are welcomed at all times.

For further information address

DAVID D. JONES, *President*
Bennett College
Greensboro, N. C.

TRUSTEES OF BENNETT COLLEGE

C. Everett Bacon	New York City
Mrs. H. C. Black	Johnson City, Tenn.
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Mrs. Florence D. Carroll	Washington, D. C.
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Miss Louise Young	Nashville, Tennessee
Mrs. Foss Zartman	Lima, Ohio

ANNIE MERNER PFEIFFER CHAPEL, a beautiful old New England meeting house of Georgian style, is in the heart of the BENNETT campus.

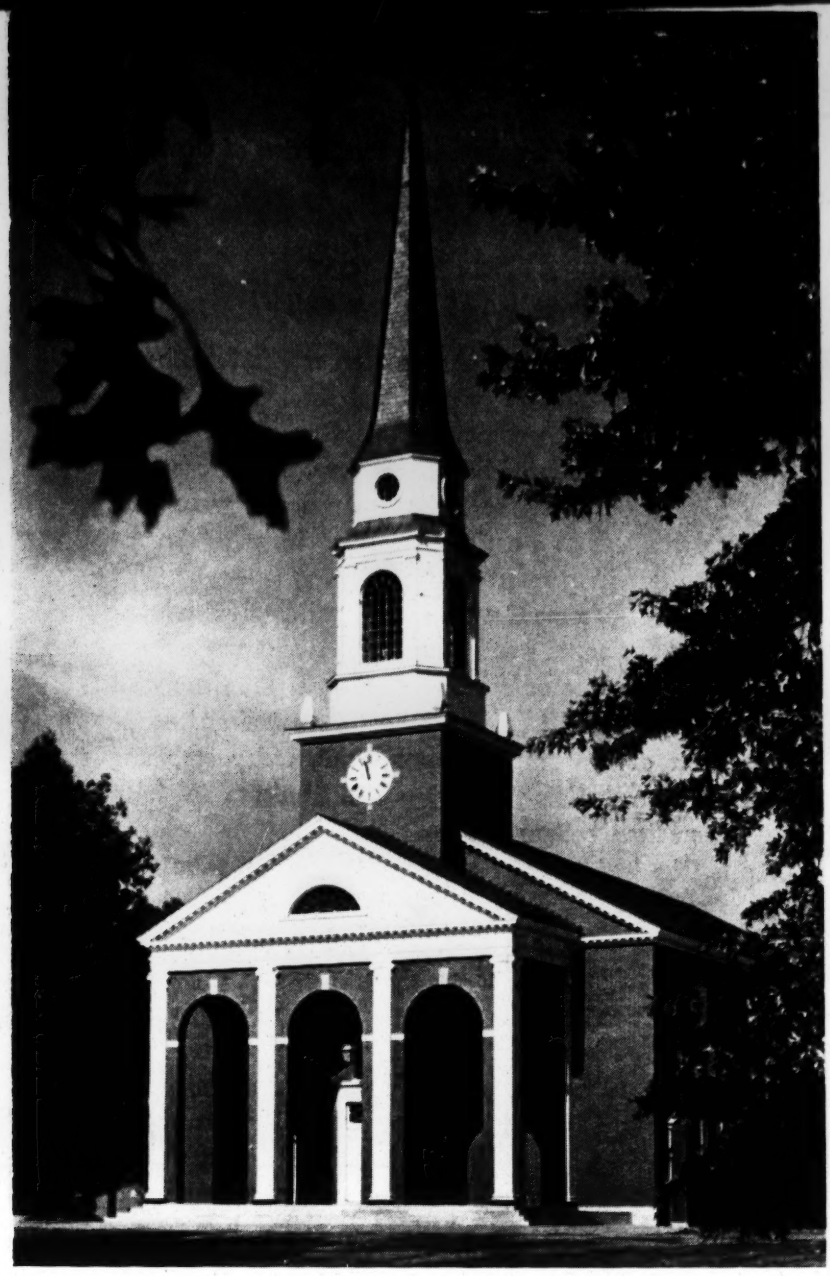
groups, the student senate, and the special cultural and practical clubs.

The Art of Living is a required course for every student, a course designed to meet the shortages which may have existed in the home and community of the student before coming to Bennett. How to study, how to think straight, good grooming, courtesy, modern hygiene, elementary budgeting—these are some of the subjects of classroom inquiry and campus practice.

Fifteen years of constant and critical study of the curricula by faculty and students have eventuated in an inquiry addressed to 389 graduates and 500 members of the National Association of College Women to find what they regard as essentials in modern education.

The results, now being tabulated and to be presented at Saturday's conference, show conviction that instruction is needed most in the following fields: earning a living, communication, mental and physical health, consumer education, community leadership and citizenship, home and family life, recreation, religion and life philosophy. The findings may well prove the basis for a readjustment of Bennett's forward course.

The foregoing is reprinted from an article by President Jones on the occasion of the dedication of the Annie Merner Pfeiffer Chapel and Little Theatre Building at Bennett College. The building, which is one of the most beautiful of its kind in the South, is open to visitors at all times during the day. The college is located near the center of Greensboro, which is on the main line of the Southern Railway, and which also has convenient bus connections. Motorists may easily reach Greensboro by National Highways.



Annie Merner Pfeiffer Chapel and Little Theatre
Bennett College

Reprint from
EDUCATION SECTION
THE NEW YORK TIMES

Reprinted from the Education Section of the *New York Times*, October 26, 1941.

By DAVID D. JONES
President of Bennett College

The dedication of Annie Merner Pfeiffer Chapel and Little Theatre is of signal significance to the Bennett College community at Greensboro, N. C., and, the friends of Bennett believe, to the cause of higher education for Negro women and what that cause means to a nation flexing its sinews of democracy for its greatest testing time.

The handsome Georgian brick building, with limestone and white wood trim, is significant as the glory crown for a physical plant which in 1926 included only four small buildings housing a college enrollment of ten students, and which today embraces fourteen buildings housing 396 students in fully accredited college courses.

The building is significant as a silent tribute to American philanthropy through years when funds have been scarce for private enterprises.

It is significant as an undertaking in interracial cooperation by the Bennett trustees, Negro and white, gathered from North and South.

Its greatest significance, however, lies in the fact that it is a symbol of the persistent Bennett theme to correlate the college's cultural and spiritual program with the actual life needs of its graduates and the communities in which they make their homes and perform their services.

The chapel and little theatre were built with funds given from the estate of the late Henry Pfeiffer. They are housed together. The theatre, complete within itself, affords all the facilities for the teaching and staging of drama. It lies in a connected wing at the rear of the chapel.

The chapel, designed on the lines of an old New England meeting house, seats approximately 900 persons. In every detail it shows the desire of the benefactors and trustees of Bennett to meet the esthetic and religious needs of the students. The entire structure is a trysting place for the great expressions of the human spirit through religion, drama and music.

The chapel and theatre climax a building program which got its first great surge in 1934 with the gift of $250,000 by Mr. and Mrs. Pfeiffer, matching a like fund from the General Education Board of New York City. A residence hall, a laundry and heating plant, and a science hall were built and fully equipped. In succession have come Merner Hall, a residence building, the gift of Mrs. Pfeiffer, the compact Thomas F. Holgate Library, given by the General Education Board, and the Carrie Barge residence hall, built with donations by 3,000 Methodist women.

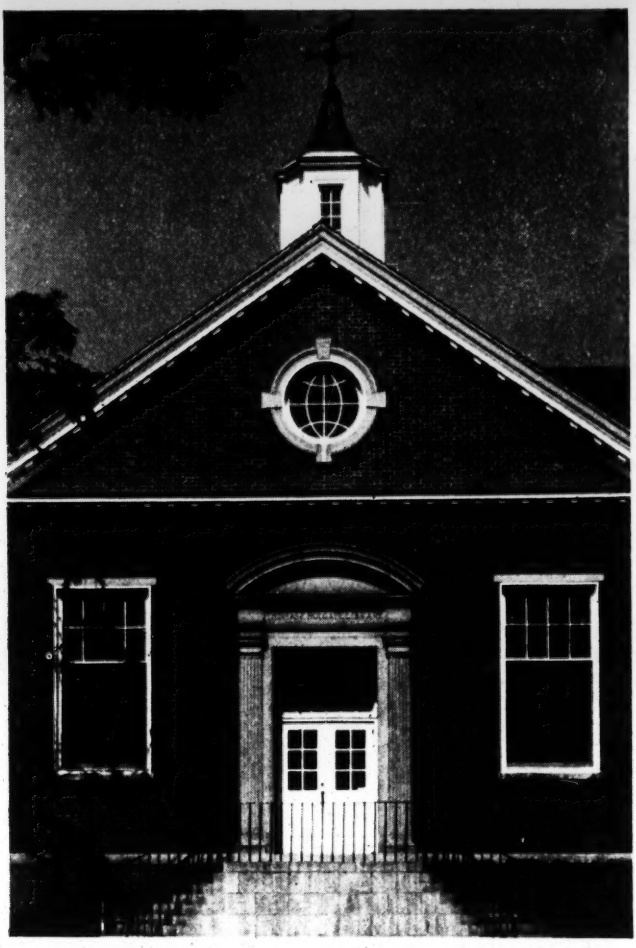
Original Viewpoint Maintained

The founders of Bennett, representing the Board of Education and the Woman's Home Missionary Society of the Methodist Church, had a realistic attitude toward the education of women, a viewpoint with which the administration has continued entirely in sympathy.

The theme of the campus — the teaching, the study, the recreation, the dining hall, the residence halls—is the development of tastes and abilities making for simple, harmonious living.

The total program of activities is designed to meet individual needs. Students share in every activity and sit on the council which democratically decides academic and social issues. There is a constant emphasis on the democratic process in committee service, the choir, the dramatic guild, the religious

The Thomas F. Holgate Library



Entrance to Holgate Library.

BENNETT COLLEGE

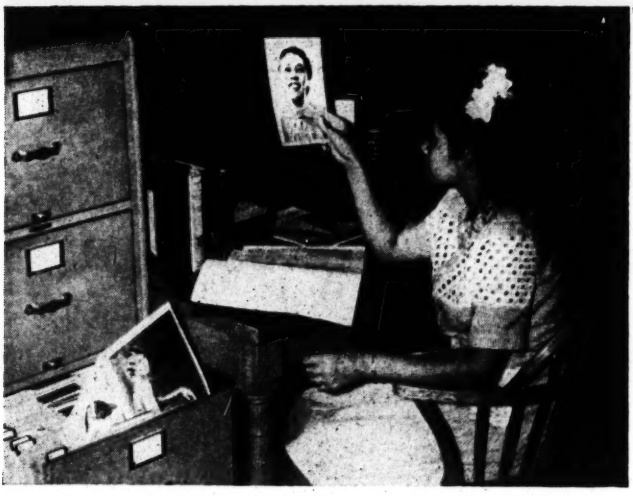
GREENSBORO, NORTH CAROLINA

THE Thomas F. Holgate Library on the campus of Bennett College, Greensboro, North Carolina, stands as a symbol of the cultural idealism of a small group of people, the college community, banded together with the age-old, homespun desire of service in times of war and peace. Like many a library, it is the focal point of activity of those it serves. As the college seeks to carry out its aim of individual training, using the community to demonstrate how all education must be directed toward the common goal of service to humanity, Holgate Library points the way. As it furnishes background materials for study it also does its share in implementing the program of the college. One instance of this is its service to community children. Originally purchased to acquaint prospective teachers, mothers, and social workers with the best books for children, the Juvenile Collection now gives happiness to the children themselves.

WHEN THE FRESHMAN enters the college, her orientation includes a tour of the library. All of its resources are pointed out to her and she is made welcome to all of them. Rare materials are indeed a rarity in Holgate Library, for spending has been stream-lined to meet the needs of a developing student body. However, enough has been donated and is on permanent display near the entrance to inspire all who pass within the portals. A letter in the handwriting of Paul Laurence Dunbar, a tray made from the floor of Abraham Lincoln's cabin, stories by Wilbur Daniel Steele, celebrated short-story writer, who was born on the campus of Bennett College—these bring about an awareness in the student that here, within the confines of the library is the key to achievement, and that she too, if she develops to her finest and best self, may leave something worthwhile to posterity.

NOT BEING ACQUAINTED with working in a library of several thousands of volumes, with special collections, etc., early in the student's college career, she is given intensive lessons in the use of the library as a corollary to class work, for general informational purposes, and for recreation. A reading period for upperclass students, lasting for several days near the close of each semester, provides opportunity for concentrated study in specific fields. Students who work in the library hold semi-monthly meetings in the Staff Room. At these meetings they consider ways to serve the student body more effectively, and they discuss and formulate plans by which they may stimulate greater interest in reading on the campus.

THERE IS BEAUTY and dignity in every detail of the design of the building and it has been furnished with casual simplicity to bring the greatest comfort and pleasure to the student. It is included among the most representative of modern library buildings by Miss Edna Ruth Hanley, Librarian, Agnes Scott Library, in her book, "College and University Library Buildings."



A student uses the Stack Collection.

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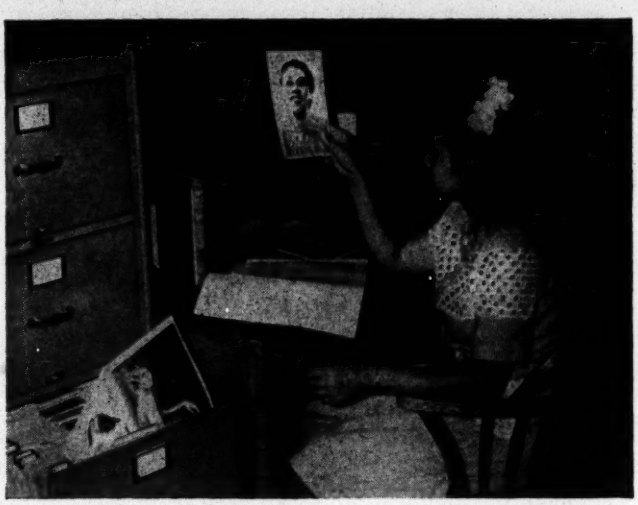

A student uses the Stack Collection.

THE SPACIOUS REFERENCE ROOM includes a reading nook, with upholstered furnishings, for recreational reading. In addition to the monumental sets and bound magazines, the room houses the Vertical File collection of pamphlets, clippings, maps, and posters. The Collection of War and Post-War data is of special interest to community people. The stacks are inviting, with carrels for individual study on each of three floors. The Carnegie Music Library, consisting of over a thousand victrola records, 151 bound scores, 200 books on music; the Collection of Lincolniana, the gift of Bishop Robert E. Jones of the Board of Trustees, and the Negro Collection, are housed in the stacks. The Carnegie Art Set of nearly a thousand mounted reproductions of art masterpieces, and 275 books are to be found in a separate room of the library. The art and music sets are largely gifts of the Carnegie Corporation of New York City.

ON THE GROUND FLOOR is the Exhibition Room, where in cooperation with the Art Department, attractive exhibits are continuously held. The final exhibit of each school year consists of the work of the art students themselves. The foyer contains the priceless collection of "Costumes from Many Lands," the gift of Mr. and Mrs. Garfield D. Merner of San Mateo, California. The Collection includes personal attire, accessories, and printed reference materials, which represent long years of travel and research. The Browsing Room is also on this floor and students use it for informal meetings, employing the "closed in" kitchenette to serve repasts.

ALL OF THE RESOURCES of the library are used toward the goal of developing the student, but as important as materials and plans are, nothing is so fundamental as the personal interest that one person takes in another.

Thus, in a Reading Guidance Program, the librarian sits down in personal interview with each student, guiding her in her individual reading program. She takes the student wherever she may be in her reading experience and attempts through integrating her personal interests with the books in the library, to create in her a zest for good reading. Many girls, with practically no reading experience, have come to love books and to live richer lives because of the books that they have read.

BENNETT is a small liberal arts college, having been reorganized as a woman's college in 1926. Supported by the Methodist church, its offerings have been augmented by gifts from national philanthropic organizations and from individual donors throughout North America. The Thomas F. Holgate Library was dedicated in the spring of 1939. It was the gift of the General Education Board of New York City, the gift having been matched by Mrs. Henry Pfeiffer, also of New York, with an endowment of $100,000. Its name honors the Treasurer of the Board of Trustees of the college, a fitting tribute to his sympathetic understanding and scholarly endeavor. Since the dedication of Holgate Library, thirty-seven organizations and one hundred eighty-six individuals have contributed gifts, thus becoming "Friends of Holgate Library."

PLANS for the continual growth of the library are in the making. Paramount is the beginning of a "Collection of Materials by and about Negro Women." Oliver Wendell Holmes has said, "Every library should try to be complete in something." Holgate Library is well on the way to becoming the depository and source of complete information on Negro women. With the further aid of "Friends of Holgate Library" it hopes to realize this goal, which it considers its responsibility, for it is the only library organ-

ized specifically for the higher education of Negro women. Books such as Amanda Smith's own story of her rise from slavery to a career of world-wide evangelism may be the spark to light ambition's torch in yet another girl. For, as Dr. Jackson Davis said when he dedicated the building, ". . . It is chiefly in books and through the right use of books (that) a man may observe the experiences of his predecessors and learn from them how to deal with the experiences of his own day."

"This library . . . will . . . be the heart of the college. With streams of students passing in and out of its reading rooms and with the steady circulation of books from the shelves, the library gives life and substance to every activity of the college."

JACKSON DAVIS,
Dedication Address, 1939

The Thomas F. Holgate Library

Reading Nook.

Observing permanent historic exhibit.

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Community children learn to enjoy good literature.

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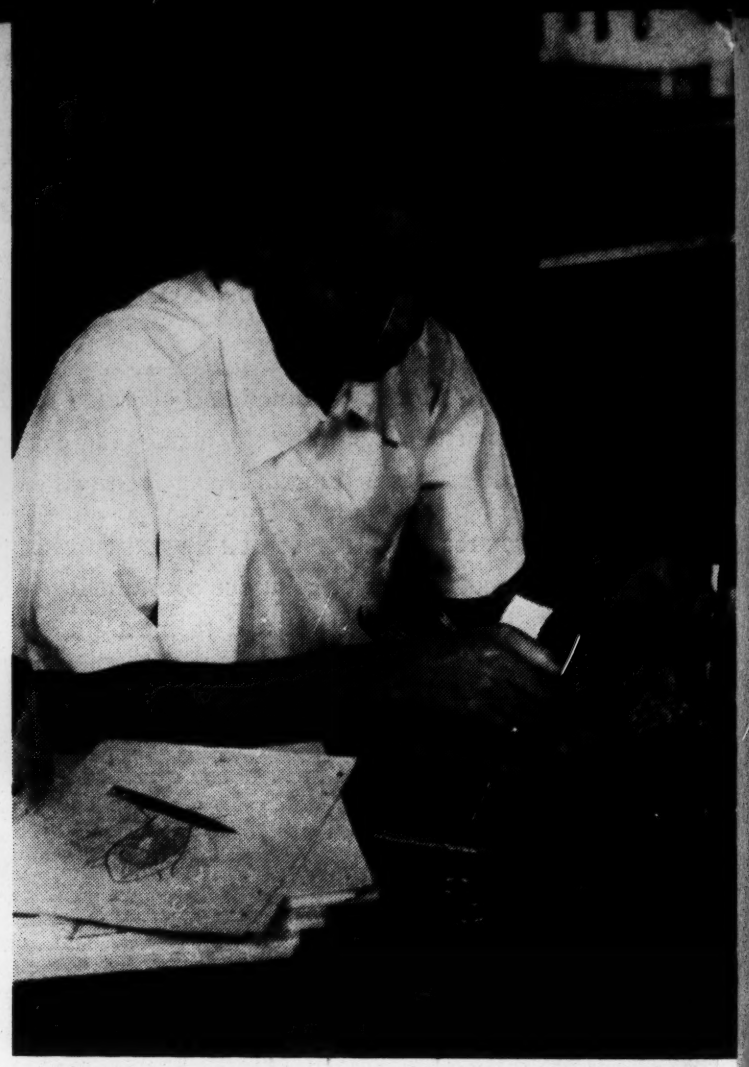
AN INQUIRY
from BENNETT COLLEGE

Improving College Education for Women



"Does studying the frog really help the Bennett student to understand her own body functions?"

"How important is the ability to work with groups of children and young people?"

Improving College Education For Women

AN INQUIRY

Bennett college is planned and operated to give a special education suited to the needs and interests of each individual student. A study begun by the faculty in 1939 and continuing this year has revealed that young women have needs which lie in the nine areas of human living included in this Inquiry.

These areas have been rated by graduates of the college and by a large number of women graduates of other colleges, and the curriculum has been under constant study in an effort to make it more effective. In order to evaluate further the college's attempt to discover and to meet student needs, we are addressing this Inquiry to you, the students of Bennett college.

On this and the following pages, there are presented questions which we should like you to answer. This Inquiry calls for frank answers which will be of value to us in meeting your needs. It is not to be considered as an examination. Read the entire form first, then answer the questions as thoughtfully as you are able.

NAME _____

COMPLETE HOME ADDRESS _____

DO YOU LIVE ON A FARM? _____ IN TOWN? _____ IN A CITY? _____

WHAT IS YOUR COLLEGE MAJOR? _____ MINOR? _____

FOR WHAT VOCATION ARE YOU PREPARING? _____

WHAT IS YOUR CLASSIFICATION? _____

WHEN DO YOU EXPECT TO GRADUATE? _____ DEGREE? _____

WHAT CO-CURRICULAR ACTIVITIES HAVE YOU ENGAGED IN WHILE IN COLLEGE? _____

_____

RATE THE NINE AREAS OF HUMAN LIVING IN THE ORDER OF THEIR IMPORTANCE TO YOU.
First, second, third, etc. INDICATE YOUR RATING BY PLACING Numbers 1, 2, 3, in the spaces preceeding the name of the areas. At the bottom of the list, add any area *which is not mentioned* which seems highly meaningful to you and which you feel should be included in the educational program.

——Earning a Living

——Communication

——Mental and Physical Health

——Consumer Education

——Community Leadership and Citizenship

——Home and Family Life

——Recreation

——Religion and Philosophy of Life

——General

In COLUMN 1 check those items which you think should be studied in college as parts of the regular course of study. In COLUMN 2 check those items which you feel can best be learned through co-curricular work, that is, outside of the regular courses. It may be in a club, in chapel, etc. In COLUMN 3 check those items which you think should receive more emphasis. In COLUMN 4 check those items which you think receive adequate treatment already in the college program. In COLUMN 5 check those items which you think should receive less emphasis than they are receiving at present. For example you may feel that A SURVEY OF OCCUPATIONS should receive more treatment *either in or outside* of the classroom. You would therefore place a check mark in columns 1 and 3 *or* in columns 2 and 3.

EARNING A LIVING	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of study 1	Outside Regular Course 2	More 3	Adequate 4	Less 5
1) A survey of occupations					
2) How to get a job					
3) How to improve myself on the job					
4) Special problems of the Negro in occupational life					
5) How to use my working time more effectively					
6) How to get along with fellow workers					
7) How to manage a business					
8) How to adjust to my living conditions on the job					

9) Other problems in this field which ought to be included in a college course are:

COMMUNICATION	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of study 1	Outside Regular Course 2	More 3	Adequate 4	Less 5
1) How to speak in public or before small groups					
2) How to write interesting, friendly letters					
3) How to write simple business letters					
4) How to carry on an interesting conversation					
5) How to be a discriminating radio listener					
6) How to discuss problems intelligently					
7) How to be an intelligent reader of books, newspapers and magazines					
8) How to write for publication (letters to editor, etc.)					
9) How to use a typewriter					
10) How to keep up with current events					
11) How to think straight					
12) How to develop an effective and pleasing voice					
13) The art of correct speech					
14) How to improve my vocabulary					

15) Other problems in this field which should be included in a college course are:

16) About how many books have you read in the last twelve months?_____17 List those that you have liked most this year:

18) Do you find it hard to get books to read? Yes_____ No_____19) If YES, explain _____

20) List the magazines which you now read:

21) Underline the types of radio programs to which you listen quite regularly: News Sports Comedy and Variety Shows Plays and Dramas Speeches Continued Stories, and Serials Symphony or Opera Quiz Programs Round Table Discussions and Forums Houshold Problems Church Services Educational Programs Popular Music Short-wave — Foreign Police

22) List some of the radio programs which you especially enjoy:

23) How many times have you been to the movies in the last seven days?_____ The last month?_____ If you go rarely, please explain why:

24) List several films that you have enjoyed most in the past year:

25) Do you read a daily newspaper regularly? Yes_____ No_____ A weekly newspaper? Yes_____ No_____

26) Write here the name of the paper or papers which you read regularly:

27) Is there a Negro newspaper available where you live? Yes_____ No_____

28) What parts of the paper do you usualy read?_____ 29) What parts do you usually skip over?_____

30) What are the four or five big topics of conversation in the groups with which you associate?

a) _____ b) _____

c) _____ d) _____

HEALTH—MENTAL AND PHYSICAL	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of study 1	Outside Regular Course 2	More 3	Adequate 4	Less 5
1) How to get along with my family					
2) How to get along with other people					
3) How to care for the health of children					
4) How to improve my personal appearance					
5) Taking care of my health					
6) How to take care of sick people					
7) Sex education					
8) How to keep from worrying					
9) The use of patent medicines					
10) Public sanitation, such as water supply, sewage disposal, handling of foods					
11) How to develop a sense of humor					
12) How to get a balanced diet					
13) How to give first aid					
14) How to develop an attractive personality					
15) How to avoid letting your feelings be hurt					

16) Other problems in this field which should be included in a college course are:

17) What are some of the big things, if any, that you worry about?

CONSUMER EDUCATION	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of study 1	Outside Regular Course 2	More 3	Adequate 4	Less 5
1) How to spend your money wisely					
2) How to select, purchase, and take care of clothing					
3) How to rent, buy, or build a home					
4) How to buy healthful foods					
5) How to buy life insurance					
6) How to borrow money at reasonable interest rates					
7) How to save on beauty aids					
8) How to judge advertising					
9) How to buy bonds, government and others					
10) How to build a savings account					
11) How to select a new or used automobile					
12) How to invest money wisely					
13) How to do simple accounts and make a budget					
14) How to select, purchase, and care for household furnishings					
15) How to be well-groomed on little money					
16) Problems in installment buying					

17) Other problems in this field which should be included in a college course are:

18) Which of the following types of equipment or furniture do you use? Check Radio_____ vacuum cleaner _____ electric stove _____ electric refrigerator _____ camera _____ washing machine _____ typewriter _____ electric toaster _____ mangle _____ electric iron _____ victrola _____

19) What help, if any, should a college give in the purchase, use, or simple repairs involved in using this equipment?

20) In connecion with home decoration, what help, if any, should a college give on how to paint, refinish, or keep in good repair furniture, woodwork, floors?

COMMUNITY LEADERSHIP AND CITIZENSHIP	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of study 1	Outside Regular Course 2	More 3	Adequate 4	Less 5
1) Social responsibilities of college women					
2) How to be a leader in the community					
3) How to organize clubs					
4) How to conduct or participate in club meetings					
5) How to improve community life					
6) How to get better people in office					
7) Problems of rural life					
8) How to conserve natural resources					
9) Prevention of crime and delinquency					
10) How to deal with racial prejudice					
11) How to work with groups of children and young people					
12) How to prevent or reduce unemployment					
13) Improving the housing situation					
14) The problem of economic security					
15) Understanding taxation					
16) How wars are caused and prevented					
17) How to tie up teaching with community activity					

18) Other problems in this field which should be included in a college course are:

19) What leadership have you given in your community? For example: Helped get information for farmers about farm security loans; helped distribute information about old age benefits; helped get a new piano for the school; and the like.

20) Tell specifically how, if at all, the college might give you more help in methods for improving community life.

HOME AND FAMILY LIFE	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of study 1	Outside Regular Course 2	More 3	Adequate 4	Less 5
1) Problems of courtship and marriage					
2) How to plan family recreation					
3) How to select and prepare foods					
4) How to make my home, appartment or room attractive					
5) How to make-over clothing for myself or children					
6) How to be a good planner and an efficient homemaker					
7) How to entertain guests					
8) How to make simple household repairs					
9) How to understand and bring up children					
10) How to have a happy family life					

11) Other problems in this field which should be included in a college course are:

RECREATION	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of study 1	Outside Regular Course 2	More 3	Adequate 4	Less 5
1) How to plan an enjoyable vacation					
2) Helping children enjoy games, stories, etc.					
3) How to play a musical instrument					
4) How to appreciate good music					
5) How to have fun on a small budget					
6) How to use leisure time					
7) How to enjoy travel					
8) How to get enjoyment from singing					
9) How to select and enjoy movies					
10) How to select and enjoy good radio programs					
11) Making things as a source of recreation					
12) How to dance					
13) Getting enjoyment from creative arts such as painting, modeling, writing					
14) How to be an intelligent spectator of competitive sports					

15) Other problems in this field which should be included in a college course are:

16) List here the chief leisure time activities in which you engage:

RELIGION AND PHILOSOPHY OF LIFE	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of study 1	Outside Regular Course 2	More 3	Adequate 4	Less 5
1) Finding out about what is worth while in life					
2) The place of religion in the world today					
3) What the church can do to improve community life					
4) Religious education of children					
5) How to work in Sunday School					
6) Getting satisfaction out of life					
7) The obligation of the college woman to church and society					
8) Developing a well-rounded view of life					

9) Other problems in this field which should be included in a college course are:

GENERAL	STUDIED IN COLLEGE		EMPHASIS		
	Regular Course of study 1	Outside Regular Course 2	More 3	Adequate 4	Less 5
1) The Nergo contribution to American culture					
2) The history of the Negro in America					
3) The changing status of Negro women					
4) The role of the Negro woman in state and national affairs					
5) Ways in which a minority group can adjust itself to social conditions					

6) Other problems in this field which should be included in a college course are:

Seniors—but what can they do? That's the question

NOV 28 1945

BENNETT COLLEGE

EXERCISES IN CELEBRATION

OF THE

SEVENTY-SECOND ANNIVERSARY

OF THE COLLEGE

AND THE

TWENTIETH YEAR AS A COLLEGE FOR WOMEN

ANNIE MERNER PFEIFFER CHAPEL

GREENSBORO, NORTH CAROLINA

Friday, November 16, 1945

10:30 A. M.

PROGRAM

Presiding, DAVID DALLAS JONES, A. M., LL. D.
PRESIDENT OF THE COLLEGE

PROCESSIONAL—Pomp and Circumstance ..... *Elgar*
DAVID W. HOLLAND, *Organist*

HYMN ..... *No. 558*

Almighty Lord with one accord
We offer Thee our youth,
And pray that Thou would'st give us now
The welfare of the truth.

Thy cause doth claim our souls by name,
Because that we are strong;
In all the land, one steadfast band,
May we to Christ belong.

Let fall on every college hall
The luster of Thy cross,
That love may dare Thy work to share
And count all else as loss.

Our hearts be ruled, our spirits schooled
Alone Thy will to seek;
And when we find Thy blessed mind,
Instruct our lips to speak.

INVOCATION ..... *The Reverend G. M. Phelps*
Pastor, Saint Matthews Church, Greensboro

CHORAL RESPONSE

SCRIPTURE READING ..... *The Reverend J. E. Brower*
Superintendent, Greensboro District, Methodist Church

"WHEN I SURVEY THE WONDROUS CROSS" ..... *Dett*
Bennett College Choir

LITANY OF GRATITUDE ..... *Mr. R. H. Edwards, Leader*
(The Audience Standing)

LEADER: Oh God who art the Source and Ground of all, Creator and Preserver of our life,

PEOPLE: Upon this high day we turn to Thee in gratitude.

LEADER: Thou hast made us one nation out of many races, many peoples, and art teaching us to live together by creative sharing as in one family.

PEOPLE: For these Thy gifts we turn to Thee in gratitude.

LEADER: For the stable institutions of our common life—home, school, church and college, free speech, and people's government,

PEOPLE: We turn to Thee in gratitude.

LEADER: Upon this day of memory we are refreshed by the thought of those who, in a dark hour, founded this college, founded it with faith in youth and faith in Thee; that in this place learning and wisdom might increase from year to year—

PEOPLE: For founders and early friends we turn to Thee in gratitude.

LEADER: For the wisdom of those who in a later day redirected this college by the light of Thy leading and dedicated it to the cause of Women's Education,

PEOPLE: To Thee and to them we turn today in gratitude.

LEADER: For all trustees, friends and donors who by gifts of love and earthly substance have enriched this institution enlarging both its borders and its usefulness,

PEOPLE: For donors who wrought better than they knew, we turn to Thee in gratitude.

LEADER: For all architects and builders and for all who have serviced these buildings making them beautiful without and beautiful within,

PEOPLE: For every person among them we turn to Thee in gratitude.

LEADER: For all officers and teachers who have lit the lamp of learning in the lives of youth—and made this a place of gracious living,

PEOPLE: For these and their devotion to ideal ends we give Thee our gratitude.

LEADER: For our fellow students who weave us into the web of human affection by friendships true and lovely in the glad life of the Bennett family,

PEOPLE: With grateful hearts for each of them we turn to Thee, Great Friend, in gratitude.

LEADER: We thank Thee that this college was conceived within the ideals of Jesus, was born and cradled in the Christian Church, and has ever been a Christian College.

PEOPLE: Above all—for Christ we bring Thee our gratitude.

LEADER: We pray Thee to make us not unworthy of our heritage.

PEOPLE: God make us worthy of our heritage.

LEADER: We pray Thee to make us not unworthy of this present hour.

PEOPLE: God make us worthy of this present hour.

LEADER: We pray that as the unknown future comes upon us may it find us not unworthy.

PEOPLE: God make us worthy of the future.
Oh light of light
Down all our pathway leading,
We give ourselves
To Thee in gratitude. Amen.

I WILL SING NEW SONGS OF GLADNESS ..... *Dvorak*
MISS CARRIE KELLOGG

GREETINGS ON BEHALF OF THE TRUSTEES ..... *Mrs. Julius W. Cone*
Chairman, Buildings and Grounds Committee

APPRECIATIONS: From the Students ..... *Miss Betty Artis, '46*
From the Graduates ..... *Miss Daphne Lawson, '38*
From the Faculty ..... *Miss Bessie R. Jones*

HALLELUJAH, AMEN! ..... *Handel*
Bennett College Choir

ADDRESS ..... *Dr. Roy A. Burkhart*
First Community Church, Columbus, Ohio

ALMA MATER ..... *Cotton-Brown*

BENEDICTION ..... *The Reverend R. W. Winchester*
Pastor, Browning Chapel, Greensboro

(After the benediction the audience will remain standing until after the academic procession has passed from the Chapel.)

THE FLORAL ARRANGEMENT AT THE ALTAR
IS IN THE MEMORY OF
DR. THOMAS F. HOLGATE, TRUSTEE, 1926-1945
AND
BENNETT COLLEGE ALUMNAE

Opening Doorways

To

Economic Security

MAR 18 1946

TWENTIETH ANNUAL

Homemaking Institute

MARCH 18-24, 1946

BENNETT COLLEGE

GREENSBORO, N. C.

HOME-MAKING INSTITUTE

1927-1946

During the twenty years since 1926 when Bennett College was reorganized as a woman's college, the problems of home and family life have always been paramount. For two decades the annual Home-Making Institute has become a fixture of the college year. It is anticipated by students and community as a week when attention will be focussed on some aspect of the family which seems to have great timeliness.

This year the committee has given serious consideration to the problems facing the individual as America reconverts itself to a peacetime economy. The implications of full employment in stabilizing the economy seem of great concern at this time. With this awareness the committee selected its theme, "Opening Doorways to Economic Security."

The Negro family faces the challenge of integration into the economic pattern of the nation. During the sessions it is hoped that those who attend will be encouraged to explore new areas, prepare for participation, and finally to fully integrate themselves.

It is our hope also that out of the institute will come some better understandings of the relationships existing between employment and the development of worthy citizens in a democracy. If this can be achieved then we may face the challenge and the future with assurance and abiding faith.

DAVID D. JONES, *President*
BENNETT COLLEGE

Explore Prepare Integrate

Program

MONDAY, MARCH 18, 1946

8 P. M.

ANNIE MERNER PFEIFFER CHAPEL

PRESIDENT DAVID D. JONES, *Presiding*

HYMN

INVOCATION.....***Rev. J. T. Hairston***
Pastor Shiloh Baptist Church

MUSIC.....***Lutheran College Choir***

PANEL DISCUSSION—

SUBJECT: Business Opportunities for Negroes

CHAIRMAN: MR. JOHN R. PINKETT
Realtor and Insurance Broker, Washington, D. C.

PARTICIPANTS

MR. J. B. BLAYTON.....
Certified Public Accountant, Atlanta, Ga.

MR. J. S. STEWART.....
Secretary - Manager, Mutual Building and Loan Association, Durham, N. C.

MR. H. C. WOODLAND.....
Manager, Safe Bus Company, Inc., Winston-Salem, N. C.

MUSIC ..... ***Lutheran College Choir***

ADDRESS.....***Mrs. Sara Spencer Washington***
President, Apex School and News Co., Atlantic City, N. J.

HYMN

BENEDICTION

Negro Business Today Means Employment Tomorrow

TUESDAY, MARCH 19, 1946

10 A. M.

ANNIE MERNER PFEIFFER CHAPEL

PRESIDENT DAVID D. JONES, *Presiding*

HYMN

INTRODUCTION OF DISCUSSION LEADERS

ROUND TABLE DISCUSSION

SUBJECT: Problems Confronting Negroes in Business

CHAIRMAN: MR. JOHN R. PINKETT

PARTICIPANTS

MRS. ROBERT L. VANN, Pittsburgh, Pa.

MRS. SARA SPENCER WASHINGTON, Atlantic City, N. J.

MR. TOD R. EDWARDS, JR., *Siler City, N. C.*

MRS. GERTRUDE ANDERSON, Birmingham, Alabama

MR. J. S. STEWART, Durham, N. C.

MRS. GEORGE W. BROWN, Scranton, Pa.

MUSIC ---------- Bennett College Quartet

SUMMARY ADDRESS -------- *Mr. C. C. Spaulding*
President, N. C. Mutual Life Insurance, Durham

HYMN

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TUESDAY—2:15-5 P. M.

INTEREST GROUP MEETINGS

The Negro In Business Means The Negro Employed

TUESDAY, MARCH 19, 1946

8 P. M.

COLLINS GROVE COMMUNITY

MR. JOSEPH RALEIGH, *Presiding*

MUSIC—Opening Song ---------- *Congregation*
INVOCATION ---------- *Rev. R. D. Crockett*
MUSIC—Selection ---------- *Community Chorus*
ROUND TABLE DISCUSSION
Problems Confronting Negroes in Business
MRS. SARA SPENCER WASHINGTON
MR. JOHN R. PINKETT
MRS. GEORGE W. BROWN
QUESTION PERIOD ---------- *Mr. A. N. Whiting*
MUSIC ---------- *Community Chorus*
MUSIC—Closing Song
BENEDICTION

●

TUESDAY, MARCH 19, 1946

8 P. M.

MT. TABOR COMMUNITY

MR. RAYMOND MAXWELL, *Presiding*

MUSIC—Opening Song ---------- *Congregation*
INVOCATION ---------- *Rev. R. C. Sharpe*
MUSIC—Selection ---------- *Community Chorus*
ROUND TABLE DISCUSSION
Problems Confronting Negroes in Business
MRS. GERTRUDE ANDERSON
MR. J. S. STEWART
QUESTION PERIOD ---------- *Miss B. A. Ware*
MUSIC ---------- *Community Chorus*
REMARKS ---------- *Mr. J. E. Stamps*
MUSIC—Closing Song
BENEDICTION

Business — A Foundation of Freedom

WEDNESDAY, MARCH 20, 1946

10 A. M.

ANNIE MERNER PFEIFFER CHAPEL

PRESIDENT DAVID D. JONES, *Presiding*

HYMN

PANEL DISCUSSION

SUBJECT: Full Employment: Labor-Management-Government

PRESIDING: *MR. GEORGE W. STREATOR*

PARTICIPANTS

MR. GEORGE GOOCH, A. F. of L., Atlanta, Ga.

MR. GEORGE WEAVER, CIO, Washington, D. C.

MUSIC ---------- *College Quartet*

THURSDAY, MARCH 21, 1946

10:00 A. M.

ANNIE MERNER PFEIFFER CHAPEL

MISS BARBARA A. WARE, *Presiding*

ADDRESS—Social Security ------ *Mr. J. E. Stamps*
Branch Manager, Social Security Office, Chicago, Ill.

MUSIC ---------- *J. C. Price School*

ADDRESS—
Role of Social Action in Improving Minority Status
Mr. George W. Streator
New York Times

HYMN

Employment: Full Fitting Fair

THURSDAY, MARCH 21, 1946

8 P. M.

ANNIE MERNER PFEIFFER CHAPEL

PRESIDENT DAVID D. JONES, *Presiding*

HYMN

INVOCATION ..... ***Rev. G .M. Phelps***

MUSIC ..... ***Dudley High School***

INTRODUCTION OF SPEAKER

ADDRESS ..... ***Mrs. Bertha J. Diggs***
Secretary of Labor New York

MUSIC ..... ***Dudley High School***

BENEDICTION

SUNDAY, MARCH 24, 1946

VESPERS

ANNIE MERNER PFEIFFER CHAPEL

Speaker

DR. FRANK GRAHAM

President of the University of North Carolina

The Foundations For Economic Security

PLANNING COMMITTEE

Miss Barbara A. Ware, *Chairman*

Mr. T. D. Armstrong	Mrs. Eleanor Mask
Miss Louise Bonner	Miss Nancy McDowell
Miss Inez Cannon	Mr. A. A. Morisey
Mr. William Compton	Miss Carol Nelson
Rev. R. D. Crockett	Lawrence W. Rogers
Mr. Arthur Crump	Dr. George Simpkins
Dr. H. C. Eccles	Mr. A. A. Stewart
Miss Jo Ina Ellis	Mr. Harold Taylor
Miss Louise Guenveur	Miss Peggy Toatley
Mr. B. A. Hall	Mr. Albert N. Whiting
Mr. David W. Holland	Miss Rebecca Wilson
Mr. Robert Jack	Mrs. Rosa Winchester
Mrs. Susie W. Jones	

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The Strife Is Over
The Battle Is Done
A New Job For Everyone

Full Employment—Freedom's Best Defense

1873 1946

FOUNDERS DAY

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BENNETT COLLEGE

ANNIE MERNER PFEIFFER CHAPEL

GREENSBORO, NORTH CAROLINA

Friday, November 8, 1946

10:30 A. M.

Program

Presiding, DAVID DALLAS JONES
PRESIDENT OF THE COLLEGE

THE PROCESSION—"Tanhauser" March ..... *Wagner*
DAVID W. HOLLAND, *Organist*

THE PRAYER ..... *Robert B. McRae*
High Point, North Carolina

THE SCRIPTURE ..... *Grandison M. Phelps*
Greensboro

LITANY OF GRATITUDE ..... *R. D. Crockett, Leader*
(The Audience Standing)

LEADER: Oh God who art the Source and Ground of all, Creator and Preserver of our life,

PEOPLE: Upon this high day we turn to Thee in gratitude.

LEADER: Thou hast made us one nation out of many peoples, and art teaching us to live together by creative sharing as in one family.

PEOPLE: For these Thy gifts we turn to Thee in gratitude.

LEADER: For the stable institutions of our common life—home, school, church and college, free speech, and people's government,

PEOPLE: We turn to Thee in gratitude.

LEADER: Upon this day of memory we are refreshed by the thought of those who, in a dark hour, founded this college, founded it with faith in youth and faith in Thee; that in this place learning and wisdom might increase from year to year—

PEOPLE: For founders and early friends we turn to Thee in gratitude.

LEADER: For the wisdom of those who in a later day redirected this college by the light of Thy leading and dedicated it to the cause of Women's Education,

PEOPLE: To Thee and to them we turn today in gratitude.

LEADER: For all trustees, friends and donors who by gifts of love and earthly substance have enriched this institution enlarging both its borders and its usefulness,

PEOPLE: For donors who wrought better than they knew, we turn to Thee in gratitude.

LEADER: For all architects and builders and for all who have serviced these buildings making them beautiful without and beautiful within,

PEOPLE: For every person among them we turn to Thee in gratitude.

LEADER: For all officers and teachers who have lit the lamp of learning in the lives of youth—and made this a place of gracious living,

PEOPLE: For these and their devotion to ideal ends we give Thee our gratitude.

LEADER: For our fellow students who weave us into the web of human affection by friendships true and lovely in the glad life of the Bennett family,

PEOPLE: With grateful hearts for each of them we turn to Thee, Great Friend, in gratitude.

LEADER: We thank Thee that this college was conceived within the ideals of Jesus, was born and cradled in the Christian Church, and has ever been a Christian College.

PEOPLE: Above all—for Christ we bring Thee our gratitude.

LEADER: We pray Thee to make us not unworthy of our heritage.

PEOPLE: God make us worthy of our heritage.

LEADER: We pray Thee to make us not unworthy of this present hour.

PEOPLE: God make us worthy of this present hour.

LEADER: We pray that as the unknown future comes upon us, may it find us not unworthy.

PEOPLE: God make us worthy of the future.
Oh light of light
Down all our pathway leading,
We give ourselves
To Thee in gratitude. Amen.

GREETINGS ON BEHALF OF THE TRUSTEES ..... *Walter Clinton Jackson*
President, Board of Trustees

APPRECIATIONS: From the Students ..... *Joyce Edley, '47*

From the Graduates ..... *Nelle Artis Coley, '31*

From the Faculty ..... *Barbara A. Ware*

"THESE ARE THEY WHICH CAME OUT OF GREAT TRIBULATION" ..... *Gaul*
CARRIE W. KELLOGG

ADDRESS ..... *Raymond E. Baldwin*
Governor of the State of Connecticut

"WHEN I SURVEY THE WONDROUS CROSS" ..... *Dett*
Bennett College Choir

ALMA MATER

BENEDICTION ..... S. L. Townsend
Reidsville, North Carolina

(After the benediction the audience will remain standing until after the academic procession has passed from the Chapel.)

THE RECESSION—"Marche Allegro" (Symphony No. 6) ..... *Tchaikovski*

THE FLORAL ARRANGEMENT AT THE ALTAR
IS IN THE MEMORY OF
MRS. HENRY PFEIFFER, TRUSTEE
AND
BENNETT COLLEGE ALUMNAE

APR - 5 1948

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Bennett College campus, Greensboro, North Carolina

A Campus SETS THE TONE

by Benjamin Fine*

IF YOU TURN OFF THE STATE HIGHWAY at Greensboro, North Carolina, you are suddenly thrust upon one of the most beautiful campuses in America. It is not a large campus, as colleges and universities go, but it is well kept, beautiful to look at, and sets a tone of distinction. From the long-spiralled Annie Merner Pfeiffer Chapel, rising majestically upward, to the quaint Little Theater, squatting unassumingly in the background, the campus gives you a feeling of satisfaction and a sense of academic pleasure.

When I visited Bennett College—an extremely well-kept Negro college for girls—I was at once struck by its beauty and at the same time by its natural simplicity. Here was no putting on your Sunday best for visitors. Nor was the general attitude of the girls on the campus stilted or superficial. They moved with ease and grace, and served as your escort with just that touch of dignity and friendliness that made you feel at home at once. Everything about the campus was clean and neat. It was, therefore, no great surprise when I found the luncheon that President David D. Jones and his staff tendered me to be exceptionally enjoyable. The lovely bouquets of flowers, picked, I dare say, from the campus itself; the neat placecards, made by the students; the well-mannered, neatly dressed girls and the well-groomed faculty members, all fitted into the pattern so perfectly that I knew the college took singular pride in what it was doing.

There is a direct correlation between the physical surroundings of a school and the education it furnishes to its students. Although this fact is not always recognized, and frequently ignored, yet I believe that if the students see beauty around them everyday, they will gear their own lives to be beautiful. I have often seen the "sloppy Joe" type of student on a campus that is ill-kept, ugly-looking, run-down-at-the-heels. Somehow, students absorb the atmosphere of their physical surround-

* Mr. Fine is educational editor of the New York *Times*. Bennett College is one of the projects of the W.D.C.S. to which the Wesleyan Service Guild contributes.

ings. And that is not difficult to understand. You take pride in what is attractive; you accept with a shrug the squalid or ugly surroundings. Many colleges who have let their buildings go to ruin, who have forgotten to paint the little gray chapel or who have permitted the grass to become knotty and snarled with a five-year's uncut growth, have found that they cannot whip up any pride of ownership in their student body.

This is not to imply that you need a million-dollar modern dormitory or a Gothic-towered administration building to inspire learning. I have seen many comparatively poor colleges turn out top-notch graduates. But even the colleges that have old plants can keep them clean and good to look at. It is entirely a question of attitude on the part of the president, the staff, and the students. The college sets the pace; if it shows pride in its surroundings, the students will, somehow, catch the spirit and reflect this pride. It will show up in the student's dress and manners; it will show up even further in the student's study habits, in his attitude toward visitors on the campus, and in his everyday deportment in and out of the classroom.

A clean atmosphere frequently means clean thinking. An outward joy usually brings inward calm.

"Our buildings are kept clean not for the inspection of visitors but for our own self-respect," Dr. Jones wrote more than twenty years ago. "Anyone who thinks through the problem can readily see that students who attend run-down, dirty, ill-kept schools carry back with them to their homes impressions that will surely make for disorderly lives. So we have held that we desire orderliness and cleanliness for ourselves, and the approval of visitors will take care of itself."

This is exactly the impression that you get when you visit the campus. You know that this is not a "show" for your benefit, but it is part of the normal life of the college. The students have absorbed the atmosphere and show it in their love for their institution.

"Isn't this beautiful!" one of the students exclaimed, as she escorted me around the campus. "It just fills you with a warm feeling inside to see how lovely things can be."

Bennett College has succeeded in implanting that attitude in all of its 500 or so students. In his most recent report to the trustees, President Jones, who has done a magnificent job in developing a weak institution into one of the best in the country, points out that the college is built around the idea that everything teaches; that if education does not make a difference in the daily life, it is not worth while. He has prepared a long-time plan for the campus, with every tree and shrub in its place, for the next quarter of a century. The college is committed to a functional view of education, each building planned with its function in mind.

Photo by J. Harold Smith

Plan for Bennett's future

This means, the president explains, that the very best thought on the entire campus is put into the plans passed on to the architect with consultative services from experts where needed. For one building, the plans were drawn eight times!

"The buildings are substantially built, with a view to long-time upkeep," Dr. Jones notes. "They are simply built, and built with an eye for beauty so that the college has come to be regarded as one of the most beautiful small colleges in the South."

In a speech earlier this year. Dr. Jones outlined his philosophy as to the connection between physical surroundings and a college education. It was well-expressed, and bears repeating. "When I first came to Bennett College," he recalled, "I met an old Negro woman who was coming across the campus. In those days we had no buildings to speak of and almost every improvement had to be done by ourselves. She stopped me and said: 'That's right, Mr. Jones. Clean 'em up. Paint 'em up. The poor old horse gets a lot of sympathy but it's the sleek horse that gets the pats!'

"It is not for pats that we insist so much on the appearance of our campus, however, but because we think physical appearance is a part of the educational process itself."

Perhaps that is why, in stating the philosophy of Bennett College, Dr. Jones insists that his institution is a cooperative enterprise—trustees, faculty, and friends working toward a common objective of building a college that will meet the highest standards to be found anywhere. The contribution of each person on the campus is considered worth while.

"The men who keep the lawns, the carpenters and painters, the administrative staff, and teachers have all understood and worked with common zeal to create here the kind of place and atmosphere which Bennett College desires," Dr. Jones comments.

That may be one reason why the college has grown, since he came to it two decades ago, from ten to 503 students, and from capital assets of a few

Girls of Bennett College

hundred thousand dollars to assets beyond two and one-half million dollars.

As if to prove pragmatically the wisdom of his philosophy, Dr. Jones has found that the students are eager to participate in projects that teach them personal neatness as well as good-grooming. In the department of Home Economics an orientation course is offered to all students in the Art of Living, designed to help the girls with their personal problems. Topics of study and discussion center around personal hygiene, personality adjustment, planning and budgeting, getting along with other people, etiquette and the social graces.

Closely allied with this course is the Clothes Hospital where the students can go to alter their old garments, to make new ones in appropriate colors, and to improve their personal appearance. Today the Clothes Hospital, with its emphasis on simplicity of attire, finds expression in the Clothing Clinic, stressing good grooming, appropriate dress, and a poised and gracious manner.

It is the general viewpoint at Bennett that the physical environment and the atmosphere of the campus can contribute proportionately to the growth and development of the whole person. Because it believes that everything that happens on the campus is a part of the educational experience of the student, the college maintains refined facilities and beautifully appointed buildings. Even the residence halls foster an atmosphere where young women may learn the values to be attained through harmonious family living.

Moreover, each student shares in keeping the campus clean and beautiful. Called "duty-work," this campus participation gives each student an opportunity really to appreciate the beauty as it expresses itself in everyday surroundings. The physical design of the campus expresses the same warmth and beauty which the college envisions for the intellectual life of the student. Back in 1928 the Federal Survey of Negro Colleges reported that "the survey committee was very favorably impressed with the immaculate appearance of all the buildings on the campus." It then added that "the dormitories were not only neat and clean, but indicated that extra effort was being made to assure ideal living conditions for the women students." In the intervening years this position has been strengthened, until today Bennett College has reason to be proud and pleased at its development.

Listing the aims behind Bennett College's philosophy, Miss Willa B. Player, member of the faculty, cites these significant objectives:

"To stimulate an appreciation for the beautiful in everyday living as well as in the arts."

"To provide the environment and facilities that will make for the physical fitness of the student and develop in her an appreciation for the healthy mind and body."

"She is sensitive to loveliness in ordinary surroundings, as well as in art, music, and literature," Miss Player continues. "She recognizes things of beauty as an integral part of everyday life."

These are high ideals, unmistakably. Yet Bennett College has been able, starting with almost nothing, to attain worth-while objectives. Because of its beautiful, well-kept campus, and, of course, the notable educational standards accompanying the physical surroundings, the college has been able to win the respect and admiration of educational leaders throughout the country.

Bennett College can well become a model for other institutions. The emphasis placed on campus beauty can be carried over to all colleges and universities. I have seen well-kept, inspiring colleges even though the campus itself has consisted of a barren patch of grass or a cement walk. It is the philosophy behind the campus that will show through old buildings of struggling institutions. If you instill your students with the pride of ownership, with the love of beauty, with the joy of good living, they will help you keep the campus lovely and beautiful.

Other colleges can profit from the experience of Bennett. We need more of the philosophy of President David D. Jones in American education. It is unwise to think of campus beauty as being superficial or remote from the student's way of life.

Better physical surroundings will mean better students. That is a lesson that needs emphasis today.

JAN 1 2 1949

BENNETT COLLEGE BULLETIN

A Statement of the Philosophy of the College

BENNETT COLLEGE
GREENSBORO, NORTH CAROLINA

Vol. XX August, 1948 No. 1

A Statement of the

Philosophy of Bennett College

Prepared for the Faculty Fall Conference

by

WILLA B. PLAYER

September, 1946

With an

"INTRODUCTION"

by

DAVID D. JONES

President of the College

BENNETT COLLEGE BULLETIN
GREENSBORO, NORTH CAROLINA

Published Quarterly by Bennett College

Entered as second-class mail matter May 16, 1931, under the Act of August 24, 1912, embodied in section 395, P. L. and R., in the Post Office in Greensboro, N. C.

INTRODUCTION

FROM the outset those of us who have been privileged to work here at Bennett College have had a rather definite idea as to the kind of college we wished to build. We determined to teach students and not courses. Whatever the needs of our students were and are, that has been the determining factor in building our curriculum. All along we have reminded ourselves that we must not be drawn away from this fundamental goal. We must not beat the air blindly imitating what is being done in other places. We were and are trying to build a college to meet the needs of particular students with particular problems. With due regard for the heritage which is ours, we are trying to build a college indigenous to our particular situation. The philosophy of Bennett College, therefore, is an outgrowth of our experiences here on the campus as faculty and student alike work together on our small, family-like campus to learn the truths which will help us most effectively work out our life situations.

In the working out of this philosophy we have had excellent help. Some of the brightest minds of our group have served here as teachers for a few years, making their fresh, virile contribution to the life of the college. By and large these have been young people, graduated from the best colleges of our country, who are open minded to the reception of new ideas. Many of the young women have married and have gone on to put into practice in their own homes experiences which they have gained here as beginning teachers. Besides this group of those who have labored here on the campus, we are indebted to a large number of friends

who have given us the benefit of their critical thinking on our educational enterprise. Dr. and Mrs. W. W. Charters of Ohio State University and Stephens College should have early mention. Through Dr. Charters we were able to interest Dr. Edgar Dale of the Education Department of Ohio State University and later Dr. Wilford Aikin who edited "Adventure in American Education." Dr. Constance Warren, president emeritus of Sarah Lawrence College, has been lavish in the giving of encouragement, ideas and her time. On various occasions we have had inspiring and helpful visits from Mr. Frank L. Williams of St. Louis, Dr. Rollin Walker of Ohio Wesleyan and our late, lamented trustee, Dr. Thomas F. Holgate, for forty years the dean of Northwestern.

Our trustees, too, have had a part in the making of this philosophy of life which has been wrought out here at Bennett College. The trustees delegated to Mrs. Julius W. Cone, the chairman of our Buildings and Grounds Committee, the responsibility for helping us work out a harmonious, simple, "in-good-taste" environment for the education of our students. The late Mr. and Mrs. Henry Pfeiffer of New York City and the General Education Board joined with the Board of Education and the Woman's Division of Christian Service of the Methodist Church in making the physical assets possible. Mrs. W. H. C. Goode who, along with Dr. Holgate, served on the committee to establish the college should be mentioned for her statesmanlike leadership on the Board of Trustees through these years.

Bennett College has, in truth, been a cooperative enterprise — trustees, faculty, friends have all worked toward a common objective of building for our students a college which serves their needs. We have regarded the contribu-

tions of each one as worthwhile. The men who keep the lawns, the carpenters and painters, the administrative staff and teachers have all understood and worked with common zeal to create here the kind of place and atmosphere which Bennett College is. It is our sincere faith that in the years to come the foundations which have been laid shall be built upon in the same spirit as we have worked in these past years. We are, therefore, glad to have a record made of the core ideas around which the college has grown in twenty years from 10 to 500 students and from capital assets of a few hundred thousand dollars to assets beyond $3,000,000.

David D. Jones
President

A STATEMENT OF THE PHILOSOPHY OF BENNETT COLLEGE

BENNETT COLLEGE, founded in 1873, is one of the few institutions of its kind whose beginning was inspired by Negro leadership. At a time when the Freedman's Aid Board was appealing for educational opportunities for the recently emancipated slaves, the story is told that Lyman Bennett talked with Abraham Lincoln about this problem. When the appeal went out Mr. Bennett, from whom the college is named, gave the first ten thousand dollars to erect a building. Later he visited the site to witness the corner stone laying of this first structure. He was so impressed by the earnestness of the leaders that he went back to his home in Troy, New York, and raised money for a college bell. Mr. Bennett contracted pneumonia in this effort and died. Today the bell stands on the campus of a new college as a symbol of the Bennett tradition. It bears the inscription, "From Friends in Troy, New York. Isaiah 61:1-3." It is no act of chance, but rather an uncanny revelation of foresight that this passage of scripture should have been selected — ending as it does with an exhortation equally as appropriate now as then — "that they might be called trees of rightousness, the plantings of Jehovah."

It is altogether fitting that a college with so rich a birthright should furnish a setting for many events of historical significance. Wilbur Daniel Steele was born on the campus of Bennett College while his father was serving as President.

Albian Tourgé wrote "The Fool's Errand" and "Bricks Without Straw" within its shelter. An echo of this historical past seemed to have found sympathetic expression in the oratorio, "The Ordering of Moses" — the anthem, "When I Survey the Wondrous Cross", compositions of the late Dr. R. Nathaniel Dett then a teacher of music at Bennett College. The Oratoria was presented by the Cincinnati Symphony Orchestra at its May Festival. The Anthem was written for the dedication of the Annie Merner Pfeiffer Chapel. Graduates of Bennett are to be found among many of the men who are leaders in the Methodist Church. On every hand, they exemplify the integrity, the simplicity and the sturdiness of character which characterized the institution in its years of fruitful service.

Early in its history, the Woman's Home Missionary Society of the Methodist Episcopal Church erected the Kent Home for girls on the college campus. Homes like this were a contribution of the Society to the education of Negro girls, particularly in the art of home making. Their success and wholesome influence prompted an extension of the efforts of the church women into the field of higher education. Simultaneously the Board of Education of the Methodist church offered the Bennett College plant for the use of the Society. In 1926 the two embarked on a new enterprise when the school was re-organized for women students into what we know today as Bennett College.

Since 1926 the college has had a phenomenal growth in enrollment, physical equipment and endowment. In the early days there were a college president, a small faculty and ten students. Many adversities are encountered in the building of a new enterprise. That these few had the courage to chart their course with the new Bennett gives evi-

dence from the beginning of a trustee board of unselfish devotion, a leadership of great fearlessness, a faculty of deep loyalty and a student body of high hope. Under the dynamic leadership of President David D. Jones the college has grown from ten to over five hundred students who come from a wide geographical area and from foreign lands. Outstanding among the recognitions which have come to the college is the "A" rating from the Association of Colleges and Secondary Schools of the Southern States. The college faculty is made up of young men and women from the leading colleges and universities of America. By careful selection, they represent varying points of view in the educational world and they bring to the student group increasingly new ideas and materials resulting from continual study in graduate schools.

Through the many gifts from friends and foundations, the college plant has grown from four to twenty-three buildings. The total fund recorded for endowment has grown from six hundred to over a million dollars. The administration, the faculty, the students; the physical and material resources, the buildings and the natural beauty of the campus, though distinct units in themselves, all synchronize into an unique educational philosophy which is widely acknowledged as "The Way of Life at Bennett College."

Over the years Bennett College has been built around a few fundamental core ideas. These have been the central motivating force throughout. Serving as focal points, they have given direction to the total college program. In short, they have been the media through which the Bennett ideals have found expression. Chief among these is the prevailing idea that the most important person is the individual student. Every young woman who comes to the college is

important. To quote President Jones—"We take each student where she is and treat her as if she has already come to the place where we wish her to be." Thereby, the college confirms its faith in the democratic ideal which respects the dignity and worth of every individual and counts heavily on his capacity to make a worthwhile contribution toward improving human experience. Recognition of this principle demands that attention be given to meeting the needs of individual students.

From the beginning special subjects were designed to contribute to current student needs. In the department of Home Economics an orientation course was offered to all young women in the Art of Living. It was designed to help the student with her personal problems. Topics for study and discussion centered around personal hygiene, personality adjustment, planning and budgeting, getting along with other people, etiquette and the social graces. Closely allied with this course was the Clothes Hospital where the students could go to alter their old garments, to make new ones in appropriate colors and to improve their personal appearance. These educational efforts served a vital purpose until the need for them was no longer felt. The Clothes Hospital with its emphasis on simplicity of attire finds expression today in the Clothing Clinic stressing good grooming, appropriate dress and a poised and gracious manner—qualities of refinement which give distinction and charm to personality.

Meeting individual student needs has by no means been confined to the area of personal living alone. The college has striven consistently to provide for the major needs of its students as persons, as citizens and as workers. It has sought to maintain an educational program, geared to pro-

duce students mature in their ability to live more satisfactorily in all of the areas of human relationships — personal, social and vocational. In the early days the vocational needs of students were met largely through the program of teacher education. For many years 90% of the graduates of Bennett College were teachers in the small towns and rural areas of North Carolina. It is the belief at the college that these first graduates made a substantial contribution toward improving the quality of living in the communities where they worked. By so doing, they bequeathed to the students of Bennett College a heritage which is rich in the spiritual and intellectual values accruing in an environment, where each can learn to respect the personality of the other without minimizing her own share in the common lot.

Bennett holds that a college must do more than provide classroom knowledge. It must be a community of purposeful living experiences. It should provide an atmosphere where emotions may be directed and where ideals may be made to live. It is the prevailing point of view that the experiences afforded by living together, the physical environment and the general atmosphere should contribute proportionately to the growth and development of the whole person. Understanding of this fact has prompted another of the central ideas around which the college has developed. It is the firm belief that everything which happens on the college campus is a part of the educational experience of the student. The teaching, the work program and the residence life are instruments of this common purpose. It is for this reason that the college maintains refined facilities and beautifully appointed buildings throughout. The residence halls, though different in physical make-up are alike in that they foster an atmosphere where young

women may learn the values to be achieved through harmonious "family" living. One of the fundamental needs of students who are seeking to improve the quality of their personal life is an understanding of what is meant by the shared experience and its relation to daily living. It is the accepted philosophy that such insight helps the student to achieve a unified life for herself which reveals the consequent needlessness of emotional conflict.

Likewise, each student shares in keeping the campus clean and lovely. This participation in the campus home making nicknamed "duty-work" gives each young woman an opportunity to grow in her appreciation for beauty as it expresses itself in everyday surroundings. The following quotation is taken from the report of the Federal Survey of Negro Colleges in 1928: "The survey committee was very favorably impressed with the immaculate appearance of all the buildings on the campus. The dormitories were not only neat and clean, but indicated that extra effort was being made to assure ideal living conditions for the women students." It is a cause for rejoicing that the physical design of the campus, its setting, and the placement of its buildings, culminating as they do in the Annie Merner Pfeiffer Chapel, majestic in its simplicity, express the same warmth and unity of spirit which the college envisions for its students.

In crystallizing the distinctive qualities of a successful educational program, the college constantly addresses itself to the question, "What difference does it make?" For surely the way of life at Bennett must be validated first of all on the basis of the changes in behavior which it produces for the individual and the common good. Herein lies the basis of the student's understanding of the theory and practice of democracy. The college, therefore, has maintained

that the best learning is inspired in a democratic atmosphere where students and faculty work together for the achievement of common goals.

Successful participation in society is conditioned by one's respect for the individual and his capacity to make a contribution to the group. Although it may sound quite simple, this begins in the smallest units of campus life where each member is encouraged to express herself with the faith that she will be heard and that the ideas she expresses will receive consideration. True democracy is conditioned by the way in which individuals accept responsibilities for the little tasks which go unrewarded and unnoticed. It is for this reason that the college stresses the importance of sustained effort in "little things" where the result is measured only in terms of the student's faithfulness to her responsibility. Effective living in a democracy is conditioned by the ability of each individual to participate in group activity. At Bennett College this expresses itself in the cooperative planning of faculty-student committees. As a part of their education in democratic leadership, students are members of the college committees often serving as co-chairmen with faculty members.

In recent years the administration of the college has been reorganized in an effort to give maximum opportunity for creative group activity. A decentralized plan of organization has been adopted. It cares for the curricular and co-curricular programs of the college which traditionally centered in the offices of the dean of instruction and the dean of students. The plan, as it operates at Bennett, includes a number of offices. There are four major divisions of instruction, namely, the humanities, the social sciences, home economics and the biological and physical sciences. Each of the

divisions under the guidance of its chairman is directly responsible for the academic program of the college. The campus services are the joint responsibility of the directors of residence, the hall counsellors, the health officers, and the student senate. The director of admissions working through the divisions and the campus service committee coordinates the scholastic and residential life of the students. This broad distribution of functions and larger sharing of responsibility results in a better working relationship. The decentralized plan fosters group participation. It is freer from the limitations involved when authority becomes too heavily centralized in any one particular office.

Believing that personality finds its fullest expression in an atmosphere of controlled freedom, the college has established few rules and regulations. These grow out of the necessity of following a consistent policy in the maintenance of harmonious group life or they serve to highlight the responsibility of the individual student to the members of the college community. This interpretation of behavior creates a climate where the student may develop poise, self-direction and inner controls. Because the college regards this as the highest level of cooperative action, it covets the fulfillment of this ideal for every Bennett student.

This conception of democracy recognizes education as a continuous process of growth, enhanced by the effective combination of guidance with instruction. At Bennett College the guidance program is not a separate function. It responds voluntarily to the developing needs of each young woman. At the core of the program is the student. The advisor seeks to help her with her personal, social and academic problems. It is the prevalent philosophy that these three areas of the student's life cannot be separated

into specialized compartments, for together they constitute the whole self. To the development of this whole self, the college is actively committed. Along with this goes the idea that the most effective guidance program emanates from the classroom since the teacher is also working with the student in the area of her interest where understandings are necessary and where problems naturally arise. In as far as possible, the faculty person who is to advise the student also serves as her instructor in at least one of her classes. In the residence halls a director, a student assistant and a number of counsellors, mainly junior students share in the direction of student life. In an open letter from the faculty to the students, the following statement is made concerning the guidance relationship: "Although every faculty member is your friend, your faculty advisor will have the responsibility for knowing you most intimately. You may discuss with her your academic record and progress, your co-curricular activities and any more personal problems you might have, with the feeling that your discussions are held in strictest confidence." Thus the college through its program of sympathetic guidance helps the Bennett student to the achievement of her purposes in her quest for personal satisfaction.

All along the college has understood that it could not function as an educational enterprise in a community apart from the people and their social institutions. Consequently, it has pioneered in many types of projects involving the interaction of the students and the local community. For a number of years a nursery school with a parents' council was maintained on the campus, offering to parents of the college community an opportunity to have expert guidance in nurturing their children. Problems in feeding and healthy

living were explored by them and by the students, magnifying for both the importance of child development. As this project spread to other communities, the attention of the college was directed to an experiment in child health. A health school was conducted for malnourished children of elementary school age. The effort here was to show that children, when properly nourished, even on low cost diets, are helped to improve in other areas of living.

The college conducted summer institutes on child health and community problems for teachers—all directed toward building healthy, vigorous citizens to take their places in the democratic life of their communities. This continuous emphasis has led to the inclusion in the instructional program of an area of study on community leadership and citizenship. Since the college believes that every student has a community responsibility inherent in the fact that she is a citizen, field work is an important part of the program. Several neighboring communities are maintained for promoting field study. Through these the students experience a variety of learnings while the people themselves work toward improving the quality of their community life.

Many activities have grown out of these core ideas, which are now among the college's most cherished traditions. One of the oldest of these are the birthday dinners. They are formal occasions which take place bi-monthly in the college dining hall. They honor the students and faculty whose birthdays fall within the particular months. It is a gracious way in which to express appreciation for the presence of every individual in the Bennett family. Its chief value lies in the fact that it translates the ideal of magnifying the importance of every young woman into a vital living experi-

ence. The senior breakfasts, the college parties, and the frequent faculty and student teas, are among the many evidences of the charming hospitality which characterizes the social activities given at the home of President and Mrs. David Jones. This type of group experience enhances the feeling of belonging to the Bennett Family. Mrs. Jones is affectionately referred to by the students as the campus "First Lady."

The Home-Making Institute, as old as the college itself, is another of these cherished traditions. Since the organization of the college, special emphasis has been placed upon home-making education as an important phase of community life. The first Institute was held in April, 1927, when the college set aside a week in which to dramatize the importance of harmonious family life. That year more than three thousand persons participated in the program. Each year since then, the Institute has brought to the college campus outstanding leaders and authorities of the state and nation. Prominent among the speakers in recent years have been Dr. Paul Popenoe, Dr. Louise Stanley, Mrs. Robert L. Vann, Mrs. Bertha J. Diggs, Dr. Channing H. Tobias, Dr. Gladys H. Groves, Dr. Katherine F. Lenroot, Mr. Art Carter, Mrs. Sara Spencer Washington, Mr. C. C. Spaulding, Dr. Frank Porter Graham and Mrs. Eleanor Roosevelt.

Some of the programs have stressed the physical aspect of the home, and the development of model homes on various income levels in city and rural communities. Others have emphasized personal growth, individual development, child care and improved social relations through skillful home-making. More recently the attention of the college has been turned toward the stresses and strains of contem-

porary life. The central themes of these Institutes suggest clearly the nature of the programs — Family Relationships in a Time of Stress, The Home and Civilian Defense, The Veteran Returns to His Family, and Opening Doorways to Economic Security. Although the Home-Making Institutes have been planned to meet the needs of students in the important area of home and family life, they have likewise made a vital contribution toward the enrichment of life in the community at large.

Experience has repeatedly confirmed the need for helping individuals to have faith in the permanence and ultimate significance of the values which they hold to be supreme. Values are regarded as those objects and aspects of reality and experience which a person finds desirable and worthy of acceptance. Rest from a difficult task, a clean room, respect for persons of integrity, belief in God — these are sample values which are everywhere evident on the Bennett College Campus. But a mere collection of loyalties is not enough. Critical choices reveal that these arrange themselves in a hierarchical sequence which culminates in the individual's acknowledgment of a Supreme Being. The college aims, therefore, to satisfy the spiritual needs of its students. The Sunday School, the Women's Society of Christian Service, the Young Women's Christian Association and the Mid-Week Worship Service are among the co-curricular activities which contribute toward this end. It is the college Vesper Service, however, which summons the individual to see life as a harmonious whole, emphasizing as it does both religion and philosophy in relation to ethical values and the democratic way of life. The task here is to help each Bennett student to incorporate her common religious aspirations into the common life with

the result that she may somehow come to live a richer and a fuller life.

As has been stated, Bennett College plans its way of life to meet the developing needs of its students. From the beginning it has been concerned about the problem of individualized education, so that the faculty readily committed itself to a functional program of studies when this idea was presented. At a faculty fall conference in 1939 the seed of the new curriculum was germinated when the group recognized the need for revising the course of study to assure its continued life. The college has made significant changes in its curriculum as a result of this study. It is still in progress. While it is intended to meet the needs of the Bennett students, it has possibilities of envolving a program of education which may make a substantial contribution to the education of the women of America. The total effort springs from a sincere belief in the fruition of the philosophy of the college by those who subscribe to it as a way of life.

From time to time the college has restated its philosophy to meet the exigencies of the college community. These have all been vigorous interpretations of the ideals which Bennett holds dear. Although they differ in their statement of ideas, it is none the less true that the essence of the Bennett tradition of yesterday has been remolded to enchance the meaning of the way of life at Bennett College today.

THE BENNETT STATEMENT OF AIMS

THE COLLEGE AIMS:

To provide opportunities for growth in religious thought to the end that certain principles will be made to occupy a definite place in the experience of the student.

To provide ample opportunities and experiences in daily living that will stimulate practice in the art and science of home-making.

To provide the environment and facilities that will make for the physical fitness of the student and develop in her an appreciation for a healthy mind and body.

To insure adequate preparation in specialized fields that will make possible the successful pursuit of a given vocation.

To develop in the student an understanding of and appreciation for the cultural and scientific achievements of man.

To stimulate an appreciation for the beautiful in every-day living as well as in the arts.

To provide varied types of recreation to satisfy the need for play and to give direction in the proper use of leisure time.

To develop in the student an understanding of social problems and to stimulate in her the desire to aid in their solution.

THE BENNETT Bs

Be a Good Conversationalist — A good conversationalist is sympathetic and talks about matters which interest others. Above all, she does not monopolize the table talk or the room "causerie."

Conversational Bs

Be thoughtful

Be courteous

Be sincere

Be considerate

Be Courteous — It is a cherished tradition that Bennett girls are kind and hospitable to guests and strangers on the campus. They go out of their way to help them find places or locate their friends.

Courtesy Bs

Be appreciative of the beauty of your dormitory home.

Be considerate of girls who are resting when you may be busy.

Be prompt to acknowledge services rendered you.

Be Neat — Neatness is the basis of all beauty. Being neat suggests cleanliness, simplicity, order and refinement in every phase of everyday life.

Neat Bs

Be sure to form good habits in personal appearance.

Be mindful of the importance of a good "hair-do."

Be discriminating in your nail polish and your attire.

Be Friendly — It is said that great friendships result from an aristocratic conception of humanity. It is an evidence of culture to show ourselves friendly without affectation.

Friendly Bs

Be sincere in forming friendships with others.

Be tolerant of the differences which exist in people.

Be reserved in your friendship with the opposite sex.

Be Socially Appropriate — Gracious manners are the basis of charm. A quiet voice, a graceful posture and a pleasant expression give flavor to personality.

Social Bs

Be restrained in your behavior in public.

Be careful to introduce yourself to guests with whom you tour the campus.

Be sensitive to the appropriateness of shaking hands.

THE BENNETT IDEALS

"THE BENNETT GIRL" STRIVES TO BE:

Sincere. **She recognizes the value of honesty in social as well as academic pursuits, and can be depended upon to express frank judgments in any situation in which she is involved.**

Tolerant. **She has respect for the rights, ideals and achievements of others; and she is open-minded and considerate with regard to patterns of behavior other than her own.**

Cooperative. **She enters fully into varied situations and, as leader or follower, works intelligently with others, accepting responsibility herself and helping others to carry their share of the load.**

Poised. **She is well-groomed and appropriately dressed, and she demonstrates poise by her manner, graciousness and self-control, reinforced by a sense of dignity and worth.**

Healthy. **She has gained the vitality which results from observing the principles of healthful living. She plans for recreation and for the wholesome and creative use of leisure.**

Efficient. **She has mastered the skills and techniques necessary for her to perform ably the duties associated with home and vocational life. She is well-rounded and well-informed.**

Well-balanced. She has achieved mental and emotional maturity so that she is able to meet difficult problems with intelligent control, resourcefulness and cheerfulness.

Appreciative of the Beautiful. She is sensitive to loveliness in ordinary surroundings, as well as in art, music, and literature; and recognizes things of beauty as an integral part of everyday life.

Religious. She has deep convictions about what is worthwhile and sees her role in helping to reach these values in living.

Loyal. She manifests a devotion to the highest and best in human endeavor and in human relationships.

THE GARMENT OF PRAISE

ENTRANCE TO NEW BENNETT COLLEGE STUDENT UNION

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of the
BENNETT COLLEGE
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Over the years, Bennett College has secured the interest and friendship of many people from this state and the entire nation. Listed below are friends of the college from Greensboro and elsewhere who, in recognition of Bennett's educational importance, have agreed to sponsor and endorse this current effort.

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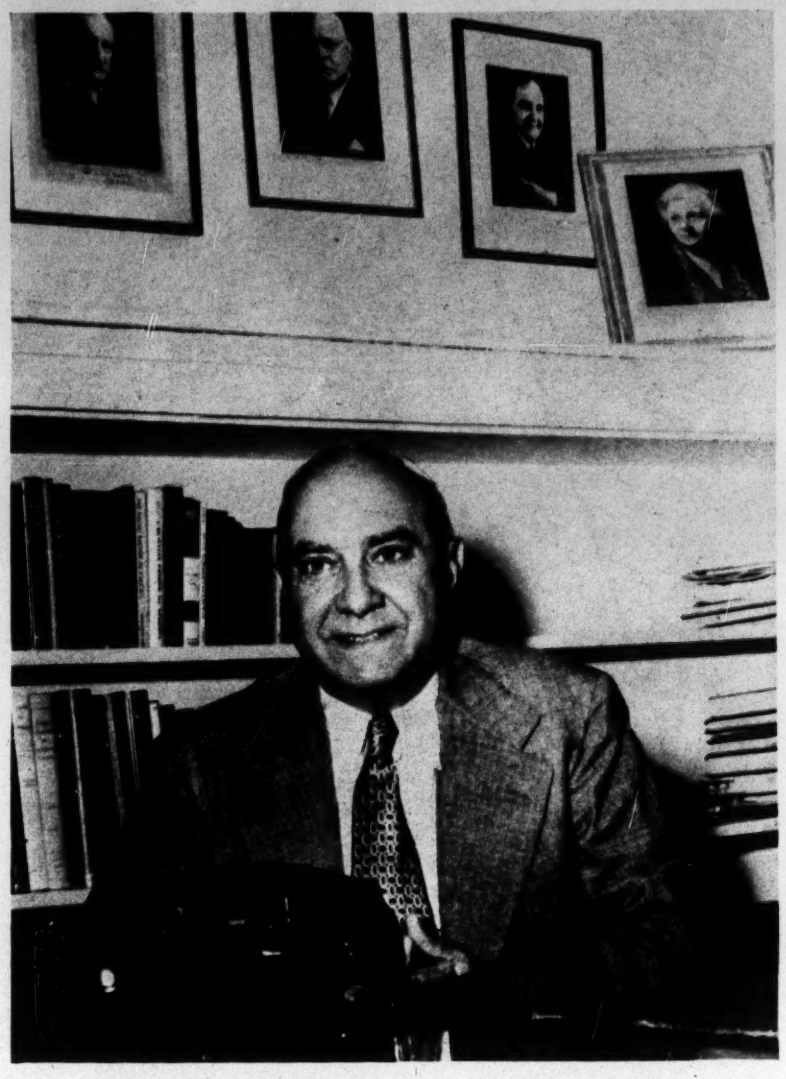


DR. DAVID D. JONES, *president of Bennett College, at his desk.*

THERE must be a first time for everything!

This is the first time that Bennett College, a resident of the community of Greensboro since 1873, has made a conscious effort to tell its story to the good people among whom it has lived so long.

A recent survey conducted by outside talent, revealed the fact that while practically everyone had an interest in, and a benevolent attitude towards the college, very few indeed had any definite knowledge of its program, its successes, its aspirations and its needs.

The times seem to call for a telling of the case.

Bennett College, which for the last 25 years has been a liberal arts college devoted to the higher education of young Negro women exclusively, was started as a co-educational seminary in 1873 by a small group of men who met in the basement of a church, since torn down, which stood on the site of the present home of the St. Matthews congregation. Not one of those men had ever enjoyed a college experience. It had the usual vicissitudes of a poor, struggling institution that had to depend almost entirely upon outside friends for its life.

Its corporate existence under state charter began in 1889. In 1926 the Methodist Church decided that the college should devote itself to the education of young women exclusively. It was at that time that Dr. David Jones was called to the presidency, which he has occupied from that day until now. He began with 10 young women. On May 29, 1950 he graduated 103 students.

There are in the United States 109 educational institutions of college grade for the benefit of Negroes. Of these 12 are in North Carolina. Of these 12, five are tax supported. Bennett is the only exclusively women's college in the United States for young Negro women under Methodist influence, and one of only three of the same caliber in the entire United States.

Bennett is proud of its low mortality rate, by which educators mean that it graduates a high per cent of the young women who enroll as freshmen. This is far from being true the country over. The institution that graduates from twenty-five or thirty per cent of its freshman enrollment is considered fair. With 126 girls entering Bennett as freshmen in the fall of 1945, however, the records indicate that 88 or 69% of that class graduated in the spring of 1949.

THIS high rate is achieved at Bennett by carefully screening candidates for admission, then by special tutoring and counseling during their four years at college. The carefully tailored course of instruction which is fitted to the needs of the student, rather than determined by arbitrary standards is another factor. Like other colleges Bennett has felt the need of raising tuition since the war inflation set in. It is enabled to care for the student whose scholarship tests are high, but who is unable to meet

Group of alumnae admissions counsellors ready to begin work, Season 1950-51

the full tuition requirements, by a series of scholarships which have been endowed, and by the self-help program which is part of its routine procedure. The present tuition is $625 for young women living on the campus and for those whose home is Greensboro $300. For every Bennett student the college must add $325 per year from its outside income. In this respect Bennett is in line with the best church-related colleges, all of which subsidize education in some degree. The state supported colleges get the same result by taxation. In none of the 1800 colleges and universities of the United States does a student pay the entire cost of his education—a fact that hundreds of them do not know or appreciate.

The buildings and campus have long had a reputation which puts it in a class with the best small, church-related colleges in the United States. Dr. Benjamin Fine, educational editor of the New York Times, who probably has a first hand knowledge of more colleges and universities than any other person in the United States and who always is forthright in his expressions, recently wrote: "If you turn off the state highway at Greensboro, North Carolina, you are suddenly thrust upon one of the most beautiful campuses in America. It is not a large campus, as colleges and universities go, but it is well kept, beautiful to look at, and sets a tone of distinction. From the long-spiralled Annie Merner Pfeiffer Chapel, rising majestically upward, to the quaint Little Theater, squatting unassumingly in the background, the campus gives you a feeling of satisfaction and a sense of academic pleasure.

"There is a direct correlation between the physical surroundings of a school and the education it furnishes to its students. Although this fact is not always recognized, and frequently ignored, yet I believe that if the students see beauty around them everyday, they will gear their own lives to be beautiful."

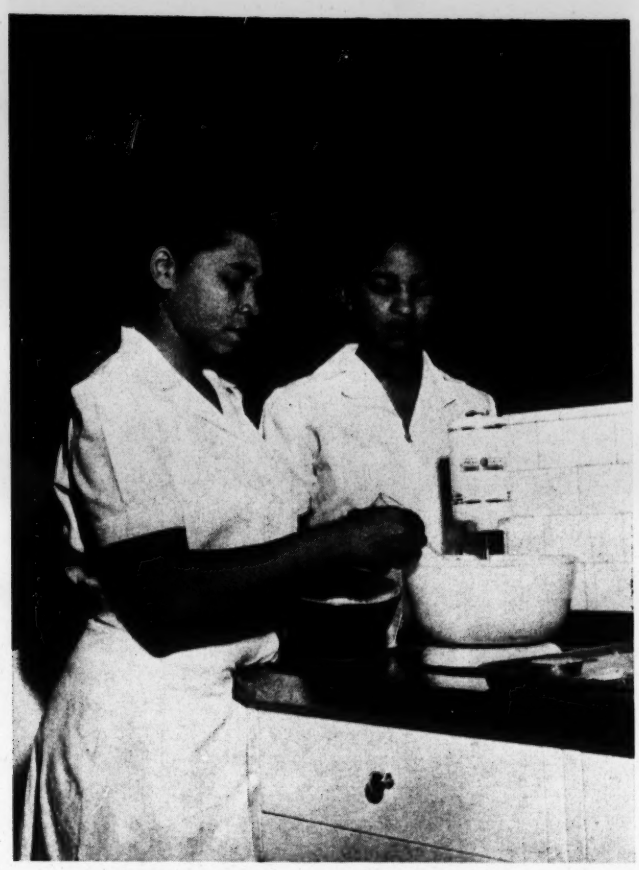
Practice teaching for students is secured in Greensboro schools

IF one asks why this quality, so unusual as to attract national attention, the probable answer is: "the woman's touch." Women, represented by the Woman's Society of Christian Service of the Methodist Church, of whom there are 13 on a board of 25 trustees, have shown high faith and a great devotion. As chairman of the buildings and grounds committee since the first brick was laid for the modern Bennett campus, Mrs. Julius W. Cone of Greensboro has devoted much time and care to the task of planning and testing every major expenditure of the college. Dr. W. C. Jackson, former chancellor of Woman's College, has likewise faithfully served Bennett College for many years as chairman of the Board of Trustees. Other Greensboro residents who, as trustees, have helped make Bennett what it is today include Dr. Silas A. Peeler, Mr. Charles H. Ireland, and Mr. J. A. Tarpley.

Where a single building housed all its activities 25 years ago there are today 38 including a series of homes for faculty members.

Newest of these is the Student Union, which is to be dedicated in late October, 1950. For the last five years it has been necessary to feed the student body in two shifts, an obvious handicap to sound operation. So, too, there was a lack of any place for students to meet in informal groups and to have a community life. This is a necessary feature, generally recognized in higher education circles throughout the country. The Student Union supplies a long felt need at Bennett.

This need has been foreseen and efforts of the administration had secured from the late Mrs. Henry Pfeiffer and other interested friends $300,000 towards it. Then the post war increase in enrollment demanded that



Domestic arts are taught and practiced

THE certified audit for the operating year ending June 30, 1950, shows these figures:

Income $439,928.34
Expense 429,169.90

It is easy to understand that if there were no Bennett in Greensboro there would be no faculty and with no faculty there would be no students and their several wants would be satisfied elsewhere. With $429,000 spent by, or for, at least 429 students, it is easy to see that each student represents an annual outlay of $1,000, practically all of which accrues to the merchants of Greensboro. Over the last ten years the enrollment of Bennett has averaged 300, so that a minimum of $3,000,000 has been spent locally by the college in that period. Nor does this include the capital account items represented by new building contracts, which also came to the bank accounts of local builders. President Jones is proud to say that every brick on the campus—and all buildings are of brick—was laid by local members of his race.

something be done at once. The trustees urged the president to make an exception to his usual rule of waiting until the entire sum was in hand before starting a building. They asked him: "Where is your faith?" and Dr. Jones, who has lived by faith all his life, had no adequate reply. So the building was started. Then, at a most inopportune time, the heating system for the entire campus gave out and investigation showed that a complete new installation would be the most economical remedy. This involved another $50,000. Thus the college finds itself with a charge of $260,000 against its capital account, which it must finance.

With a record of always living within its budget, which budget has increased from $40,000 twenty-five years ago, to $450,000 today; with a further record of not owing a dime in any other direction, Bennett is frankly preparing to make an appeal to its friends and to the citizens of Greensboro among whom it has lived so long and so quietly.

Fine arts appreciation developed by study of masterpieces. ⟶

Student Facilities and Heating Plan

(1) Trench for $50,000 heating plant.

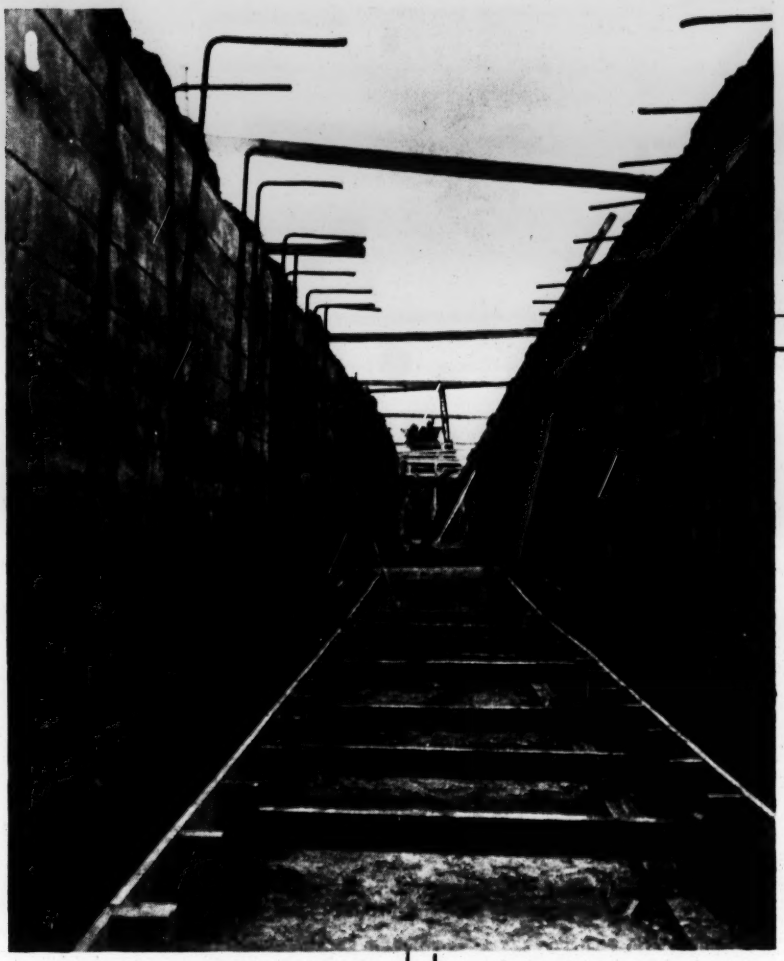
(2) New post-office facilities.

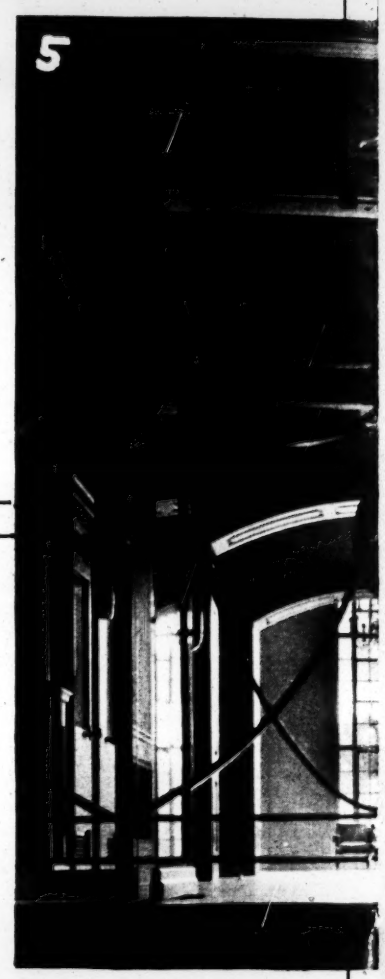
(3) Student union viewed from the rear.

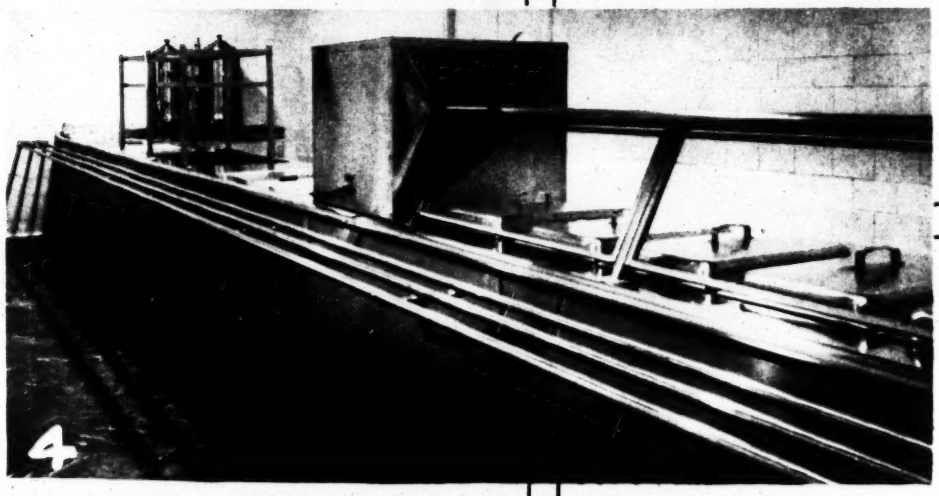
(4) Steam table of the cafeteria.

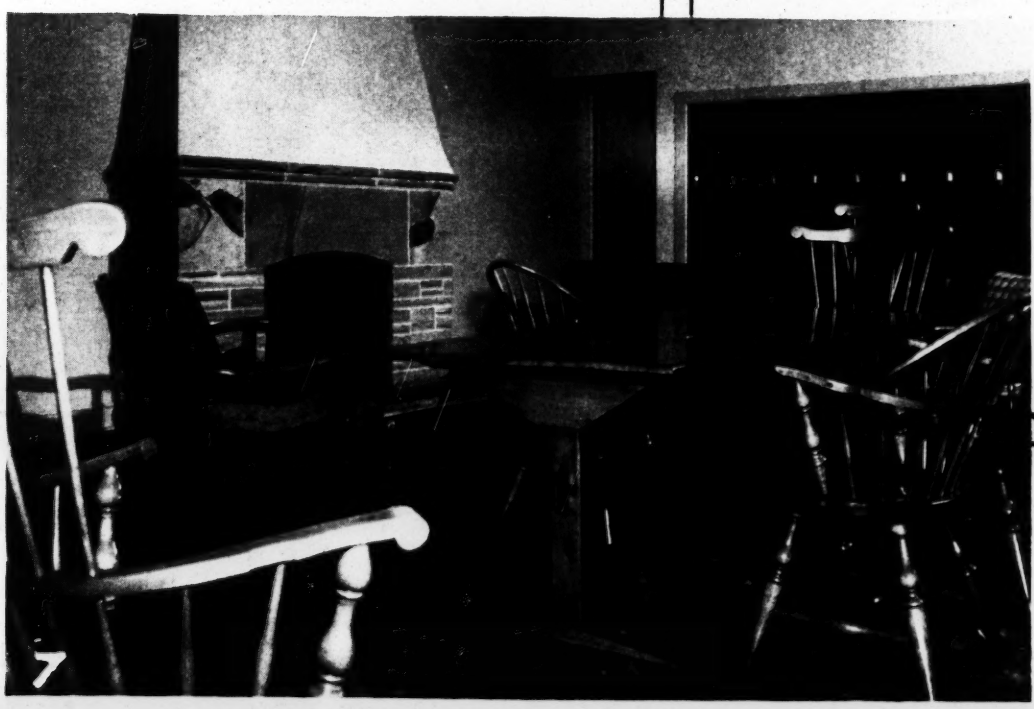
(5) Vista from the dining room.

(6) Main Reception Hall.







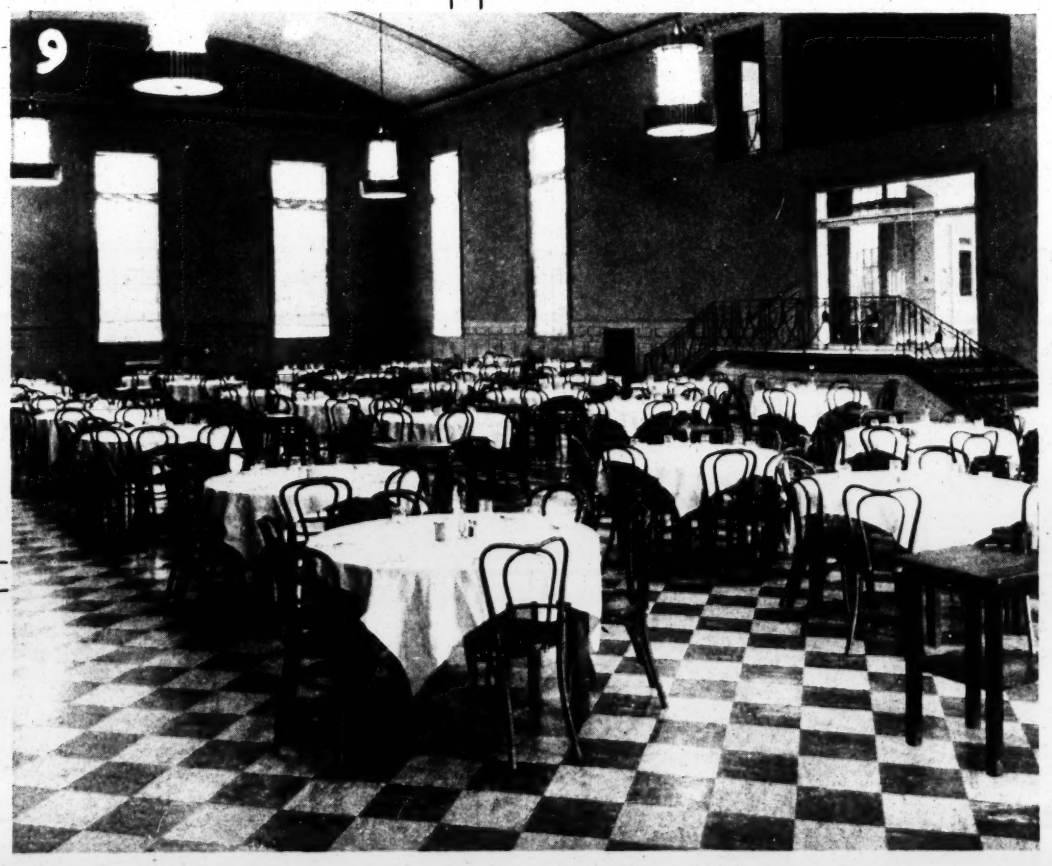


t Trench Reason for Bennett Appeal

(7) Room for students from Greensboro homes.

(8) Young women students enjoy bowling.

(9) Main dining room accomodates 500 students.



Chairman Calhoun and Assistant to the President Sailstad inspect new student center.

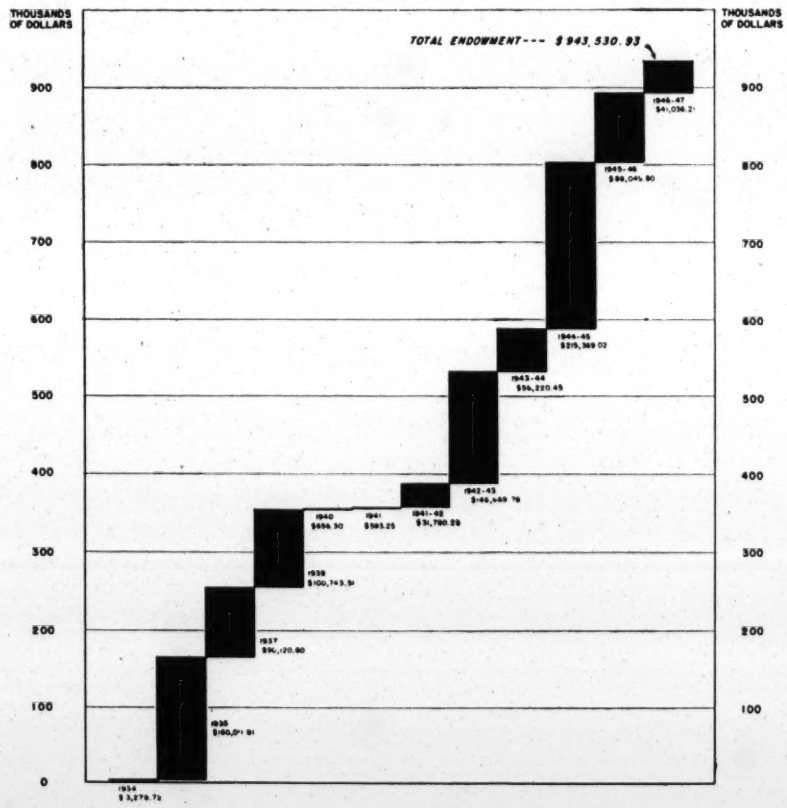
LOGICAL as such an appeal might be, Bennett College would prefer not to make its appeal on a quid pro quo basis. Bennett is a service institution. It exists to do good and it is on that basis it prefers to be remembered by its friends and well wishers. Bennett exists to serve—serve youth, serve its church, serve the community, serve its people, serve society. Each year its graduates go out to enter fields of nursing, commercial life, art, music, religious work and home making, of which the last is not the least. There is a maxim in education to the effect: "educate a man and you educate and individual; educate a woman and you educate a family."

Many Bennett graduates go on to post graduate work and their diplomas admit them to many leading universities of the country, such as Columbia, Cornell, the state universities of Michigan, Ohio, Illinois, Wisconsin, California, Northwestern, Boston and many others. From the earlier days of the college came two Methodist bishops and a number of pastors, while the more

Even this big factor does not close the account to the credit of Bennett. Owing to its standing, both in the Methodist Church and in educational circles, a number of groups elect to hold their meetings at the campus. Each year there are more than 1,200 persons on the campus as guests of the college. They attend various meetings such as, the North Carolina Conference, the Woman's Society of Christian Service, the Regional Girl Reserves Conference, the Fellowship of Religious Workers, the Executive Committee of the Southern Association of Colleges and Secondary Schools, the Central Jurisdictional Conference of the Methodist Church, and the Negro Inter-collegiate Dramatics Association. The Annual Home-Making Institute attracts a large number of visitors who participate in the programs designed to interrelate the college and the community for the improvement of home and family living.

ADDITIONS TO ENDOWMENT, 1934 TO 1946-47

BENNETT COLLEGE



recent graduations are represented by this partial list of achievement:

FRANCES BEAL '46, director of Girl Scouts in Meridian, Miss.

EDITH CHANDLER BOGGS '46, Red Cross work in Miami, Fla.

DR. FRANCES JONES BONNER '39, of the staff of the Massachusetts General Hospital.

MAGGIE RICKS BOON '49, millinery department at Russeks Fifth Avenue, N. Y.

SARA LOU HARRIS BOWSER '43, member of the cast of the Noble Sissle show which entertained American soldiers overseas during World War II, now appearing on television shows in New York.

DR. DOROTHY L. BROWN '41, assistant in the department of surgery at Meharry Medical College, Nashville, Tenn.

MYRTLE BROWN '45, recipient of the first scholarship from Pennsylvania State College for advanced work in textiles and clothing, employed in the Bureau of Standards of the U. S. Government.

THORA KELLY BROWN '45, concert pianist.

HELEN JACOBS CAVE '43, a psychiatric case worker in New York City.

KATHRYN DAVENPORT '44, program director in an Army Service Club in Tokyo.

IRENE L. DICKENS '38, dean of women, St. Augustine's College, Raleigh, N. C.

FRANCES FINVEILLE '43, pharmacist, Savannah, Ga.

VICTORIA MORRISON FORD '43, personnel manager, New York City.

JOSEPHINE GRIFFIN '35, librarian on an army post in Japan.

MARIAN HARVEY '47, teaching in Bermuda.

CLARICE GAMBLE HERBERT '40, YWCA Secretary, Kansas City, Mo.

CAROLYN BOOKER HOLLAND '45, YWCA work in Harrisburg, Pa.

LUCILLE HARGRAVE SPARKS '38, YWCA work in Pittsburgh, Pa.

HELEN BOULWARE '45, YWCA work in Des Moines, Iowa.

LYDIA JETTON '36, teaching clothing and textiles in the graduate school at Howard University, Washington, D. C.

VERMELLE KELLY '45, physician in Washington, D. C.

GENEVIEVE KYER '32, employed with N. C. Agriculture Extension service at A. and T. College.

On this site in a church long since removed, was held the first meeting for Bennett College.

NATHALIE LYNN '47 and JOYCE EDLEY '47, experimental work at Walter Reed Hospital, Washington, D. C.

GLENDORA McILWAIN '45, first Bennett graduate to receive a degree in law. Studied at Boston University.

VIRGINIA SIMMONS NYABONGO '34, head of student personnel work at Tennessee State College, also president of the Association of Deans of Women in Negro Schools, received Ph. D. Degree from the University of Wisconsin in the field of French.

NANCY L. PINKARD '46, public relations director of the Virginia State Teachers Association.

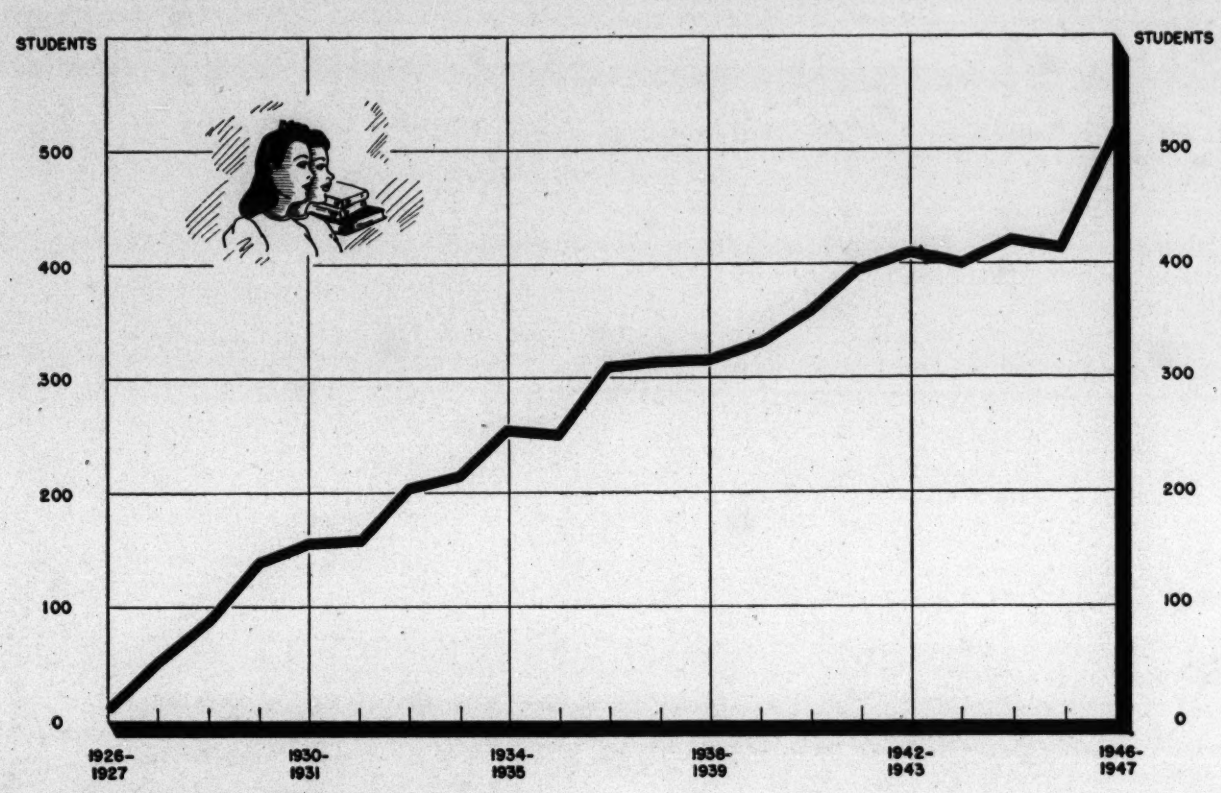
EDITH WHITEMAN '43, as member of the cast of "Anna Lucasta" spent 18 months in Europe.

ELSIE ALLEN WOODARD '31, director of dramatics at Johnson C. Smith University, Charlotte, N. C.

PAULINE WALTERS SMITH '35, co-owner with husband of a chain of drug stores in Jacksonville, Fla., elected to the Board of Trustees, Bennett College in May, 1950.

STUDENT ENROLLMENT, 1926-27 TO 1946-47

BENNETT COLLEGE



WHAT'S more, there are twenty-seven Bennett graduates now teaching in the Greensboro public schools and sixteen teaching in the schools of Guilford County.

Back of the achievements of Bennett there is, of course, a personality. That personality is David Dallas Jones, himself a product of Greensboro. The youngest of a family of six, child of a hard working shoe-maker whose income barely reached the needs of so large a brood, he early knew the need of toil and the importance of turning in his earnings to the family coffers. Milk boy,

← *Looking at life, confident and prepared.*

office boy, whatever offered that was honest and permitted attendance at school, was acceptable as a job.

Early, however, he began to know the stimulation to travel. A brother in New Orleans, already was a personage in the Methodist Church, and he shared his home with the young brother, at the same time helping plan his further education. Ultimately the way opened for college—again clear across the country to Wesleyan University. That did not mean the end of hard work, however. They tell the story that he was pressing clothes of his fellow students only a few hours before receiving his diploma. With that diploma came the coveted honor of the Phi Beta Kappa Key.

Back to the South again he became affiliated with the Commission on Interracial Cooperation. Who's Who in America goes on to relate service in the Y. M. C. A. at St. Louis. His continued close relations with the Methodist Church made him a logical candidate for the presidency of Bennett when the present regime was instituted 25 years ago. With him he brought Susie Williams Jones, the wife he had married in 1915. She is second only to her husband in the affections of the student body and faculty who have conferred upon her the designation of First Lady of Bennett.

WITH this background of service and sacrifice Bennett and its president feel that they may properly ask the cooperation of the citizens of Greensboro, for what is, after all a Greensboro enterprise and a profitable one to the city. It is hoped that the city will underwrite a minimum of $100,000 of the needed $260,000. This effort will also mark the first organized movement to secure the support of leading Negroes here and elsewhere. Negroes as a race are proud of the achievements of their colleges and as their own means improve, show an increased willingness to support them. All subscriptions may run for 30 months, deductible from income tax purposes over three years.

Giving is an emotional experience. It tends to repeat itself and it brings a strange sense of satisfaction to the giver. So there is a sentiment behind every such effort as the present one.

One reason why Bennett College campus always is neat and clean.

Preparing slides for a microscope.

This is the quarter centennial of the administration of Dr. Jones. It is a tribute to this 25 years of successful management that his friends and the friends of the college, covet the assistance of adherents in this area, that his celebration year may see the financing of the only outstanding obligation of the college. If Greensboro invests $100,000, other friends outside the city have promised generous cooperation which it is believed will realize the entire objective.

Like many other great colleges, this one bears the name of a man, who, but for his initial generosity to it, would have no place in history. Lyman Bennett of Troy, N. Y. became interested in the idea sometime about 1870 and contributed the $10,000 that made possible the first—and for a long time the only building on the campus. At the dedication he became so interested that he returned home to secure other offerings. An early death cut short his efforts. Today there hangs on the campus a great bell from his home city that sounds many times each day, calling to classes and to meals. That bell is a lasting testimony of his love for the school that bears his name.

THIS bell is an unconscious element in the life of every student and has been through all the years. It ties in the present work with the struggling years of long ago. To Dr. Jones it invokes, every day he is on the campus, memories of the happy hours at Wesleyan, when he had as

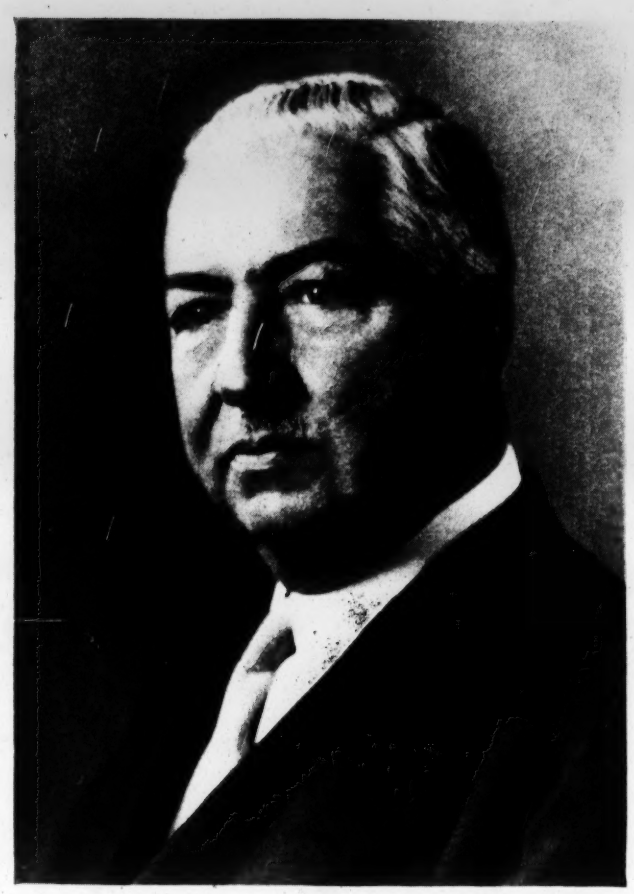
Making hats is part of a girl's education.

a classmate a grandson of the founder, Lyman Bennett. This bell, cast in the early 1870's carries a message from Holy Writ, which in that day was thought prophetic. Today it stands as an ideal which has been at least partly realized and which points to the future and spurs on the present generation of students and faculty to greater service, higher achievements and deeper consecration to the cause of education and the things of God.

Here are the lines from the Prophet Isaiah, which include the inscription on the historic Bennett College bell: "The Spirit of the Lord God is upon me; because the Lord hath appointed me to preach good tidings to the meek; he hath sent me to bind up the broken hearted, to proclaim liberty to the captives and the opening of the prison to them that are bound;

To proclaim the acceptable year of the Lord and the day of vengeance of our God; to comfort all that mourn;

To appoint unto them that mourn in Zion, to give unto them beauty for ashes, the oil of joy for mourning, the *garment of praise* for the spirit of heaviness; that they might be called trees of righteousness, the planting of the Lord, that he might be glorified."



Mr. N. S. Calhoun, president of Security National Bank of Greensboro, 1933-1950, and general chairmrn of the Bennett College Quarter Century Fund Campaign.

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Dear Friend of Bennett College:

This is your copy of a booklet that tells one of the most inspiring stories in the history of American education.

President David D. Jones and his co-workers have developed, over the last quarter century, a college that has rendered an educational service to our region that is far out of proportion to the financial support asked from the people of this state. Now conditions definitely call for a presentation of Bennett's program and current needs.

The sponsors of this movement join me in asking that you give this story and this appeal your most careful attention. Your generous support of this all-important effort will stand as a testimonial of your belief in this fine institution. In addition, it will serve as a tribute to Dr. David D. Jones - the man, who for twenty-five years, has given Greensboro, North Carolina, and the nation, a college in which you and I can take real pride.

Sincerely,

N. S. Calhoun.

NSC:fvh N. S. Calhoun

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MR. C. M. VANSTORY, JR.
Greensboro, N. C.
MR. JOHN K. VOEHRINGER, JR.
Greensboro, N. C.
DR. CONSTANCE WARREN
North Waterford, Maine
MR. WILLIAM M. YORK
Greensboro, N. C.

Note: The above list is incomplete and will be revised to include additional sponsors.

* * * THE STUDENT IN THE COLLEGE PROGRAM * * *

INTRODUCTION

Entering college is one of the great milestones of one's life. It ranks in importance with such events as birth and marriage. It comes at a time when we visualize larger opportunities and are willing to assume greater obligations and responsibilities. A student is definitely obligated to her parents whose sacrifices are making her education possible; and she is largely responsible for what she gets or fails to get out of her college career.

Bennett College is to you a new environment. The Administration is doing all in its power to make it one of the best colleges in the country for young women. It may not, however, be exactly what you expected. Some things here may not be as you would like to have them. It is best to withhold your judgement until after you have had time to adjust to your new environment and new friends.

The college offers you many opportunities for growth:

SOCIAL. Experiences are provided for the cultivation of poise, charm and social decorum.

RELIGIOUS. A wholesome religious atmosphere prevails in all campus activities.

CULTURAL. Many opportunities are afforded to develop appreciation and also expression in the fine arts.

SCHOLARSHIP. The college recognizes scholarship to be of paramount importance to the life of the institution. The faculty

has been well trained and carefully selected. Most of the teachers have earned graduate degrees from outstanding colleges and universities in the country. All of them are ready and willing to help you.

To what extent you as a student of Bennett College will profit by the opportunities that are yours depends upon your willingness to cooperate and to apply yourself to the best of your ability. The door is open. The faculty will help you, but the responsibility of your taking full advantage of the service that Bennett College is desirous of giving rests entirely upon your own shoulders.

UNDERSTANDING YOUR RELATIONSHIP WITH YOUR FACULTY

Your faculty is here to teach you but teaching in the broader sense does not stop when the hour-bell concludes a class. Here at Bennett every member of the faculty realizes the responsibility to know you as an individual, to try to understand and help you with your problems and to cooperate when you request a service. This, to us, is as important a part of teaching as the actual classroom procedures.

You, in turn, have a responsibility to your faculty. In all democracies there is a place where final authority holds sway; where principles tried and true, are vested. You as students must realize that your faculty knows and understands our Bennett principles and values, and whether it be the request that you remember to wear a hat in town or modulate your voice, it is your responsibility to comply.

Although every faculty member is your friend, your faculty advisor will have the responsibility for knowing you most intimately. You may

discuss with him your academic record and progress, your co-curricular activities, and any more personal problems you might have with the feeling that your discussions are held in strictest confidence. Again you have a responsibility; to show courtesy in answering a note from your advisor, keeping your appointment with him and arriving at the appointed place of meeting on time.

Clinics (Writing, Clothing, Speech, Reading) have been established to help you through practice in those areas in which improvement is needed. No academic credit is given for attendance at these clinics, but there remains none the less the responsibility to yourself to obtain maximum benefit by regular and prompt attendance.

The Committee on Campus Services has been established to correlate the residential and activity programs of the student. Your relation to it is similar to that of other faculty guidance programs. The Committee is concerned that the relationships with dormitory director, Director of Residences, Campus Hostess, Student Senate, etc. will be those of mutual respect and cooperation. The College Health Center will assist you in meeting personal needs.

PLANNING YOUR PROGRAM

The Bennett College Curriculum proposes to meet the needs and interests of young women. A study begun by the faculty in 1939 and continuing through this year reveals that young women have needs in nine areas of human living —

Earning a Living Health--Mental and Physical
Communication Religion and Philosophy of Life
Home and Family Life Consumer Education Recreation General

The college provides course offerings in each of these areas, some courses being required and many others optional.

You will gain much satisfaction in knowing that the courses which you are taking in these areas are helping you to become a well-rounded individual while you are also developing skill in your major field of specialization.

Much of the value that will come from your college experience will depend on the course you will select. Here you will take into consideration your personal interests, your goals, your ability. Your advisor will help you to interpret your test scores, and you, yourself, will draw on your own experience in the courses which you have taken, following your interest or lack of interest in the subject matter, the success achieved and the urge on your part to pursue a study on your initiative.

Your choice of subjects is definitely related to your responsibility as a member of the Bennett family. You are living in a small community where you will have the opportunity to participate as a member of society. Society has needs and these are acute at the present time. It will be your responsibility to contribute to the group using your skills and abilities. You will want at all times to be as thoughtful and resourceful as possible.

When selecting your courses you may wish to keep the following suggestions in mind:

A balanced program which includes course requirements and an elective is desirable.

Your academic load should be in proportion to your strength. Fifteen and one-half hours is considered a normal load.

Your program should allow enough free time for study and relaxation. A crowded program produces strain

and frustration.

Plan a program which points in the direction of your ultimate goal. This involves a careful consideration of your chosen vocation.

ACQUIRING GOOD WORK HABITS

The matter of <u>good work habits</u> is serious business. The learning process is not always easy and pleasant. It often requires diligent concentrated effort. Good work habits, first of all, involve careful planning. They require that a definite time be given to a definite task. You should plan that certain hours of the day be devoted to preparing lessons for the next class hour. You should set aside definite periods for going to the library, etc.

Good work habits, in the second place, involve concentration. A student should cultivate the ability to exclude from her mind other problems in order to be able to concentrate on the thing she is doing. A noisy room, improper lighting and ventilation, a too-comfortable chair are not conducive to concentrated thinking and it is the responsibility of a student to find a place in which concentrated thinking is possible.

Good work habits, finally, involve excellence. The greatest satisfaction that a student enjoys will be found in a task well done. Each of us can do the job at hand to the best of her ability. If it is a paper that you are writing, write it neatly and legibly and state your point of view as fully and as clearly as you can. If you perform some single task, see to it that you have done it so well that no reasonable person

can find fault with it. To attain your highest development, heart and brain and hand must work in harmony.

RECOGNIZING YOUR PERSONAL LIMITATIONS AND ABILITIES

Do you know about the man who was a champion golfer but who committed suicide because he couldn't write poetry? Some of us are like that. We have excellent talents in some area and yet break our necks trying to shine in another field where we don't belong. And even more disturbing--we neglect to develop the ability with which we have been gifted. Young people are like that. A brilliant student develops inferiority feelings because she can't shine on the hockey field. A star athlete mopes because she's awkward on the dance floor. And the social butterfly is very unhappy that she has such a hard time with history. It's understandable. We all want to be well-rounded, versatile individuals at ease and able in any one of life's varied situations. Such a desire is good and worth pursuing. Still, we can't be the best at everything. It's hard to admit even to ourselves that there are better students or more talented musicians or more able athletes than we are. This is especially difficult when we come from a high school environment and home community where we rated pretty high--where we were leaders. The college campus, however, is a community of leaders. We have the cream of the crop. And while a drop of cream is rich in a bottle of milk, it's just another cream drop in a bottle of cream. That doesn't make any difference in it's worth, however, and that is the important thing. So often students, and especially freshmen, are heard to say, "I was a big shot in high school, but nobody knows me now" or "I got "A's" all through

school, but I'm just barely passing in college, and working twice as hard, too". Don't be too much concerned. It's not that you have suddenly become dumb or unpopular. It's that the competition is keener.

The important thing, then, is not to be discouraged when our efforts do not bring the success we are used to. Rather than giving up, we ought to try all the harder. In the areas in which we are able--and everyone has some area in which she can perform well--we must continue to develop. Nor can we afford to neglect the other aspects of our lives. The scholar must not bury herself in her books because she can't dance. She should spend time learning to dance and to play basketball and to sing. Each one of us knows the things she can do best and those at which she flops miserab-16. To flop miserably is no disgrace; to be limited is no shame. By strong interest and desire we can smooth off our rough points and polish them up to look as shiny and sparkling as our stellar qualities.

In selecting your curricular program and co-curricular activities it will be important to recognize your own limitations and abilities. You should avoid the two extremes. An example of one extreme is Jane Lane who had decided to try everything. She loads herself with academic hours. She goes out for all the clubs and activities. She never misses any event, even in case of conflict in time, for then she leaves one program in the middle and goes on to the other! Now Jane may believe she is rounding out her personality and developing versatility. More than likely, though, she is going to wear herself out too fast and too soon and then have to stop everything to rest and restore her energy. The student at the other extreme is Ann Mann. Ann is pretty good on the tennis court. In fact, she has several cups won at tennis matches. But Ann is a social dud, a poor student, awkward with a broom--in fact, just generally lacking.

But she can play tennis, and she does play for hours every day. At every opportunity she is on the court. Ann concentrates on her strong point very heavily and becomes even more one-sided than she is. Her tennis gets better and better, but all the other parts of her personality suffer from under-development, and seem all the more so in contrast to her marked ability in the one area.

Let us then not allow ourselves to follow the paths of Jane Lane or Ann Mann. Let us choose a happy medium for a happy college life.

YOUR CO-CURRICULAR ACTIVITIES

Bennett College believes that the intellectual and emotional development of its students is one of its primary objectives. Too often, however, this erroneously implies in the minds of some a separation of the formal classroom work from acvities of equal educational value performed outside of class. It is more nearly accurate to view all educational activities as a part of the <u>whole</u> educational effort. Thus the College has adopted the word "co-curricular" to indicate a kind of union of activities outside of class with those activities usually performed in class.

It is this correlation that the advisory system is designed to make clear and effective for each individual Bennett student. You may not be able at all times to make adequately the necessary connection and your advisor offers his services in that effort. You may fail to see the connection between the Little Theatre, the Lyceum, the various choirs, the Book Lover's Club, etc. and your academic program. You may either over-estimate or under-estimate your capacities for taking additional activities.

You may not see the aid offered to your personality development. And, on the other hand, you may wish to talk over the problems met in co-curricular activities with someone not directly connected with those groups. It is on such problems as these and others that your advisor extends a helping hand.

Freshmen students, therefore, are especially urged to confer with their advisors regarding co-curricular activities as they should clarify for themselves the path which they must follow. Upperclassmen are urged to keep their advisors informed about their progress and problems in these activities. The advisor is aware of the great importance of participating in these activities and wants to give the advisees aid in proper selection.

You are urged to keep in mind the following objectives of the co-curricular program:

To provide increased opportunity for individual student participatiom.

To set up "laboratories for self-expression".

To provide opportunity for practicing desirable citizenship traits.

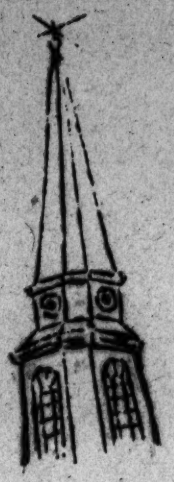
To provide recreational, creational, and cultural experiences.

To aid in personality development.

To increase the vocational background of the student.

The Committee on Campus Services will supply information concerning the program as a whole. Consult the bulletin board in the Administration Building and your College Handbook for further details. Remind your advisor of your co-curricular program from time to time.

UNDERSTANDING THE RELIGIOUS LIFE OF THE CAMPUS



Through the years Bennett College has recognized the importance of religion and stood for the spiritual values which religion nurtures. Born in the church and receiving large support from the church, Bennett College takes delight in keeping ever before the minds of its students the principles of Jesus Christ which are so essential to abundant living.

We do not undertake through the religious program of the college to impose upon you a great number of "don'ts" as is commonly assumed when the word religion is mentioned. We seek rather in our religious program to help you to gain an adequate faith, to live creatively, and to appreciate life fully. We believe firmly that a sound religious faith is necessary for the complete fulfillment of human personality. To this end then the college sponsors the following religious program:

VESPER SERVICES - During the year a worship service is held each Sunday afternoon at 3:45 o'clock. This service provides an opportunity for you to worship collectively and receive strength and inspiration for fuller living. In addition it will be your privilege to hear some of the nation's leading ministers and educators and listen to great music.

A mid-week vesper is also held throughout the year. Participation in this prayer service will strengthen you morally and spiritually and will help you to solve your daily problems.

RELIGION AS A COURSE OF INSTRUCTION - Before one can have an adequate and an effective religious practice she must have an

understanding of religion. Through our courses in religion, we strive to acquaint you with the Bible as a book of life, vital and inspiring. And we seek to help you to interpret life as a divine-human enterprise. When a person understands and practices Christianity, we are certain she will experience a greater life herself and add to the quality of life of others.

THE SUNDAY SCHOOL - The Sunday School on the campus aims to provide an opportunity for students to grow religiously and socially through a study of the great divine teachings of the Bible. It offers an excellent opportunity for you to participate in a most worthwhile activity, giving occasion for genuine personal development.

THE Y. W. C. A. - It is important to note that the Young Women's Christian Association is not merely a local campus organization. But it is rather a local organization with national and international connections. It aims through its religious, social, and recreational program to broaden the concepts of students and give them a sense of the solidarity of the Christian fellowship. Opportunity is provided for you to hear and meet national and international student Christian leaders. And finally the Y. W. C. A. is an organization which gives you occasions for putting into practice in a concrete way your desire to solve social problems and alleviate human suffering.

THE W. S. C. S. - The Woman's Society of Christian Service is a general organization within the Methodist Church which carries on missionary work and gives large financial support to Bennett College. Our local W. S. C. S. is a part of this big organiza-

tion which we have just described and it seeks to acquaint students with the social and economic needs of the community and to help them develop the missionary spirit.

PARTICIPATION IN COMMUNITY ACTIVITIES. Finally, we hope that our students will see that our college, as well as every other college, gets its support from the community and therefore owes something to the community. This being true, we strive here at Bennett to help our local community by participating in the religious, social, and civic program of the community. We think that it is our obligation to serve our community in a tangible way.

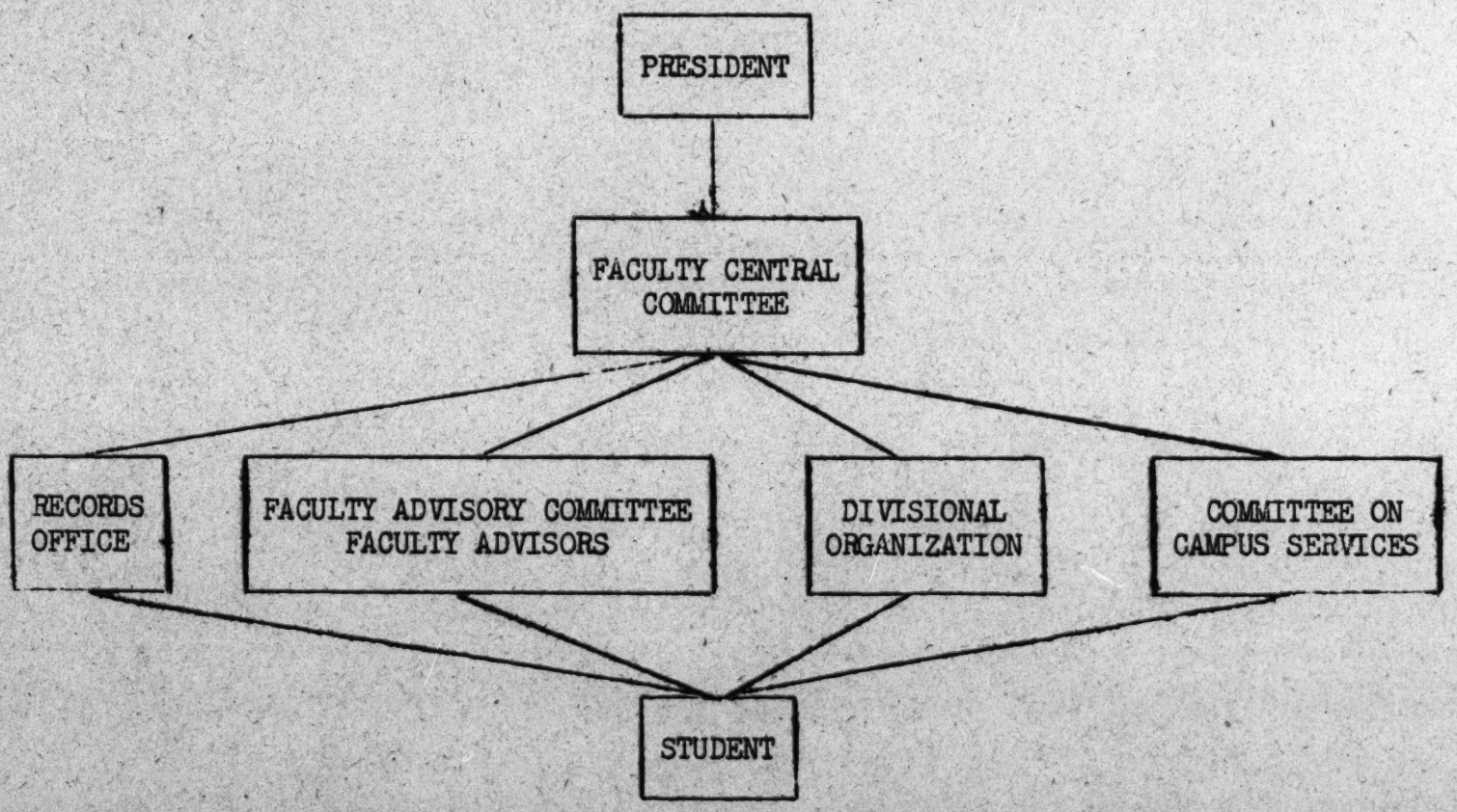
GROUP LIVING

As a Bennett College student you find yourself a member of a small group of persons whose activities comprise a shared common life. Campus life is by its very nature communal and intimate. Residence halls, common places of dining, play and worship—such activities bring individuals of varying tastes and temperaments into close relations with each other. Daily association suggests social ties and commitments but it does not of itself bring about satisfactory social relationship. It is often the case that the immediate result of placing individuals in close contact with each other is the emergence upon the scene of misunderstandings and resentments. Mere association is not enough. Rather is it necessary for each individual participating in the group life of the college campus to arrive in her own thinking at the recognition of the dignity of all individuals and

the value of shared living. Group living is always more a matter of attitude of mind than frequency and closeness of association. Successful living at Bennett, therefore, depends for its vitality upon the growth of maturity in social perspective among the students. Your life here at the college affords the opportunity for you as students to contribute to the promotion and preservation of social values in general through the experience of learning to live with others on the campus.

OUTLINE OF FUNCTIONS AND RESPONSIBILITIES

In order that you may have at hand a picture of just what is the set-up of the college program for this year, the following outline of functions and responsibilities is included. You should study this outline carefully and consult your advisor on any phase of the set-up which is not clear to you.



RESPONSIBILITIES

Faculty Central Committee

Correlation of the entire program of the college, both curricular and co-curricular.

Records Office

Editing and supplying all records needed in carrying out program.

Serving on the Faculty Advisory Committee.

Divisional Organization

Responsible for the Instructional Program of the College.

Studying curriculum problems and making recommendations to the Faculty through the Faculty Central Committee.

Calling regular meetings of the divisions, encouraging and giving guidance to new members of the faculty and students.

Responsible for setting up clinics

A. Directors of the Clinics in Writing, Speech, Reading and Clothing

1. Organization and supervision
2. Follow up of entrance tests
3. Follow up of second year students who were warned at the end of the year.

Faculty Advisory Committee

It is the function of this committee to meet with the faculty advisors, to review student programs, evaluate student development and plan an advisory

program of the year. The committee will check periodically on the progress of the program, make summaries and recommendations based on reports on individual students by faculty advisors.

A. Faculty advisors:

1. Correlation of class instruction and activities.

2. The student's schedule

a. Careful planning of academic load

b. Distribution of courses for effectiveness of work.

c. Co-curricular activities

d. Work program

e. Leisure

f. Music practice and remedial conference hours.

Committee on Campus Services

Correlation of the residential and activity program of the student.

Direction of class organizations - planning for increased participation

A. Director of Co-Curricular Activities

1. Planning and sponsoring programs—Lyceum, Special Occasions, clubs, and activities yielding academic credit.

2. Preparation of calendar and scheduling of all events.
(All extra class activities of whatever nature should be scheduled in this office to avoid conflicts.)

3. Reception of campus visitors, campus guests, etc.

4. Chairman of Radio Programs

B. Director of Religious Activities

1. Responsible with the President of the College for all arrangements for Sunday Vespers.
2. Chairman of Religious Activities Committee.
   a. Y . W. C. A.
   b. Church School
   c. Woman's Society of Christian Service
   d. Mid-Week Vespers
   e. Off-campus services of above or other religious organizations

C. Director of Residence

1. Organization of residences
2. Permissions - Organizations going on programs clear here.
3. Setting up standards of behavior and practice.
4. Development of common understandings
5. Distribution of responsibilities among students
   a. Checking rooms
   b. Chaperoning
   c. Responsibilities for conduct
6. Faculty chaperones

D. President of Student Senate

1. Social Activities for entire school
2. Planning an effective program.

A STATEMENT OF THE PHILOSOPHY OF BENNETT COLLEGE

by

Willa B. Player

INTRODUCTION

From the outset those of us who have been privileged to work here at Bennett College have had a rather definite idea as to the kind of college we wished to build. We determined to teach students and not courses. Whatever the needs of our students were and are, that has been the determining factor in building our curriculum. All along we have reminded ourselves that we must not be drawn away from this fundamental goal. We must not beat the air blindly imitating what is being done in other places. We were and are trying to build a college to meet the needs of particular students with particular problems. With due regard for the heritage which is ours, we are trying to build a college indigenous to our particular situation. The philosophy of Bennett College, therefore, is an outgrowth of our experiences here on the campus as faculty and student alike work together on our small, family-like campus to learn the truths which will help us most effectively work out our life situations.

In the working out of this philosophy we have had excellent help. Some of the brightest minds of our group have served here as teachers for a few years, making their fresh, virile contribution to the life of the college. By and large these have been young people, graduated from the best colleges of our country, who are open minded to the reception of new ideas. Many of the young women have married and have gone on to put into practice in their own homes experiences which they have gained here as beginning teachers. Besides this group of those who have labored here on the campus, we are indebted to a large number of friends who have given us the benefit of their critical thinking on our educational enterprise. Dr. and Mrs. W. W. Charters of Ohio State University and Stephens College should have early mention. Through Dr. Charters we were able to interest Dr. Edgar Dale of the Education Department of Ohio State University and later Dr. Wilford Aikin who edited "Adventure in American Education". Dr. Constance Warren, president emeritus of Sarah

Lawrence College, has been lavish in the giving of encouragement, ideas and her time. On various occasions we have had inspiring and helpful visits from Mr. Frank L. Williams of St. Louis, Dr. Rollin Walker of Ohio Wesleyan and our late, lamented trustee, Dr. Thomas F. Holgate, for forty years the dean of Northwestern.

Our trustees, too, have had a part in the making of this philosophy of life which has been wrought out here at Bennett College. The trustees delegated to Mrs. Julius W. Cone, the chairman of our Buildings and Grounds Committee, the responsibility for helping us work out a harmonious, simple, "in-good-taste" environment for the education of our students. The late Mr. and Mrs. Henry Pfeiffer of New York City and the General Education Board joined with the Board of Education and the Woman's Division of Christian Service of the Methodist Church in making the physical assets possible. Mrs. W. H. C. Goode who, along with Dr. Holgate, served on the committee to establish the college should be mentioned for her statesmanlike leadership on the Board of Trustees through these years.

Bennett College has, in truth, been a cooperative enterprise—trustees, faculty, friends have all worked toward a common objective of building for our students a college which serves their needs. We have regarded the contributions of each one as worthwhile. The men who keep the lawns, the carpenters and painters, the administrative staff and teachers have all understood and worked with common zeal to create here the kind of place and atmosphere which Bennett College is. It is our sincere faith that in the years to come the foundations which have been laid shall be built upon in the same spirit as we have worked in these past years. We are, therefore, glad to have a record made of the core ideas around which the college has grown in twenty years from 10 to 412 students and from capital assets of a few hundred thousand dollars to assets beyond $2,500,000.

David D. Jones

President

A STATEMENT OF THE PHILOSOPHY OF BENNETT COLLEGE

Bennett College, founded in 1873, is one of the few institutions of its kind whose beginning was inspired by Negro leadership. At a time when the Freedman's Aid Board was appealing for educational opportunities for the recently emancipated slaves, the story is told that Lyman Bennett talked with Abraham Lincoln about this problem. When the appeal went out Mr. Bennett, from whom the college is named, gave the first ten thousand dollars to erect a building. Later he visited the site to witness the corner stone laying of this first structure. He was so impressed by the earnestness of the leaders that he went back to his home in Troy, New York, and raised money for a college bell. Mr. Bennett contracted pneumonia in this effort and died. Today the bell stands on the campus of a new college as a symbol of the Bennett tradition. It bears the inscription, "From Friends in Troy, New York. Isaiah 61:1-3." It is no act of chance, but rather an uncanny revelation of foresight that this passage of scripture should have been selected—ending as it does with an exhortation equally as appropriate now as then—"that they might be called trees of rightousness, the plantings of Jehovah."

It is altogether fitting that a college with so rich a birthright should furnish a setting for many events of historical significance. Wilbur Daniel Steele was born on the campus of Bennett College while his father was serving as President. Albian Tourgé wrote "The Fool's Errand" and "Bricks Without Straw" within its shelter. An echo of this historical past seemed to have found sympathetic expression in the oratorio, "The Ordering of Moses" —the anthem, "When I Survey the Wondrous Cross", compositions of the late Dr. R. Nathaniel Dett then a teacher of music at Bennett College. The Oratoria was presented by the Cincinnati Symphony Orchestra at its May Festival. The Anthem was written for the dedication of the Annie Merner Pfeiffer Chapel.

Graduates of Bennett are to be found among many of the men who are leaders in the Methodist Church. On every hand, they exemplify the integrity, the simplicity and the sturdiness of character which characterized the institution in its years of fruitful service.

Early in its history, the Woman's Home Missionary Society of the Methodist Episcopal Church erected the Kent Home for girls on the college campus. Homes like this were a contribution of the society to the education of Negro girls particularly in the art of home making. Their success and wholesome influence prompted an extension of the efforts of the church women into the field of higher education. Simultaneously the Board of Education of the Methodist church offered the Bennett College plant for the use of the society. In 1926 the two embarked on a new enterprise when the school was re-organized for women students into what we know today as Bennett College.

Since 1926 the college has had a phenomenal growth in enrollment, physical equipment and endowment. In the early days there were a college president, a small faculty and ten students. Many adversities are encountered in the building of a new enterprise. That these few had the courage to chart their course with the new Bennett gives evidence from the beginning of a trustee board of unselfish devotion, a leadership of great fearlessness, a faculty of deep loyalty and a student body of high hope. Under the dynamic leadership of President David D. Jones the college has grown from ten to over four hundred students who come from a wide geographical area and from foreign lands. Outstanding among the recognitions which have come to the college is the "A" rating from the Association of Colleges and Secondary Schools of the Southern States. The college faculty is made up of young men and women from the leading colleges and universities of America. By careful selection, they represent varying points of view in the educational world and they bring to the student group increasingly new ideas and materials resulting from continual

study in graduate schools.

Through the many gifts from friends and foundations, the college plant has grown from four to twenty-three buildings. The total fund recorded for endowment has grown from six hundred to over a million dollars. The administration, the faculty, the students; the physical and material resources, the buildings and the natural beauty of the campus, though distinct units in themselves, all synchronize into an unique educational philosophy which is widely acknowledged as "The Way of Life at Bennett College".

Over the years Bennett College has been built around a few fundamental core ideas. These have been the central motivating force throughout. Serving as focal points, they have given direction to the total college program. In short, they have been the media through which the Bennett ideals have found expression. Chief among these is the prevailing idea that the most important person is the individual student. Every young woman who comes to the college is important. To quote President Jones—"We take each student where she is and treat her as if she has already come to the place where we wish her to be." Thereby, the college confirms its faith in the democratic ideal which respects the dignity and worth of every individual and counts heavily on his capacity to make a worthwhile contribution toward improving human experience. Recognition of this principle demands that attention be given to meeting the needs of individual students.

From the beginning special subjects were designed to contribute to current student needs. In the department of Home Economics an orientation course was offered to all young women in the Art of Living. It was designed to help the student with her personal problems. Topics for study and discussion centered around personal hygiene, personality adjustment, planning and budgeting, getting along with other people, etiquette and the social graces. Closely allied with this course was the Clothes Hospital where the students

could go to alter their old garments, to make new ones in appropriate colors and to improve their personal appearance. These educational efforts served a vital purpose until the need for them was no longer felt. The Clothes Hospital with its emphasis on simplicity of attire finds expression today in the Clothing Clinic stressing good grooming, appropriate dress and a poised and gracious manner—qualities of refinement which give distinction and charm to personality.

Meeting individual student needs has by no means been confined to the area of personal living alone. The college has striven consistently to provide for the major needs of its students as persons, as citizens and as workers. It has sought to maintain an educational program, geared to produce students mature in their ability to live more satisfactorily in all of the areas of human relationships—personal, social and vocational. In the early days the vocational needs of students were met largely through the program of teacher education. For many years 90% of the graduates of Bennett College were teachers in the small towns and rural areas of North Carolina. It is the belief at the college that these first graduates made a substantial contribution toward improving the quality of living in the communities where they worked. By so doing, they bequeathed to the students of Bennett College a heritage which is rich in the spiritual and intellectual values accruing in an environment, where each can learn to respect the personality of the other without minimizing her own share in the common lot.

Bennett holds that a college must do more than provide classroom knowledge. It must be a community of purposeful living experiences. It should provide an atmosphere where emotions may be directed and where ideals may be made to live. It is the prevailing point of view that the experiences afforded by living together, the physical environment and the general atmosphere should contribute proportionately to the growth and development of the

whole person. Understanding of this fact has prompted another of the central ideas around which the college has developed. It is the firm belief that everything which happens on the college campus is a part of the educational experience of the student. The teaching, the work program and the residence life are instruments of this common purpose. It is for this reason that the college maintains refined facilities and beautifully appointed buildings throughout. The residence halls, though different in physical make-up are alike in that they foster an atmosphere where young women may learn the values to be achieved through harmonious "family" living. One of the fundamental needs of students who are seeking to improve the quality of their personal life is an understanding of what is meant by the shared experience and its relation to daily living. It is the accepted philosophy that such insight helps the student to achieve a unified life for herself which reveals the consequent needlessness of emotional conflict.

Likewise, each student shares in keeping the campus clean and lovely. This participation in the campus home making—nicknamed "duty-work" gives each young woman an opportunity to grow in her appreciation for beauty as it expresses itself in everyday surroundings. The following quotation is taken from the report of the Federal Survey of Negro Colleges in 1928: "The survey committee was very favorably impressed with the immaculate appearance of all the buildings on the campus. The dormitories were not only neat and clean, but indicated that extra effort was being made to assure ideal living conditions for the women students." It is a cause for rejoicing that the physical design of the campus, its setting, and the placement of its buildings, culminating as they do in the Annie Merner Pfeiffer Chapel, majestic in its simplicity, express the same warmth and unity of spirit which the college envisions for its students.

In crystallizing the distinctive qualities of a successful educational program, the college constantly addresses itself to the question, "What difference does it make?" For surely the way of life at Bennett must be validated first of all on the basis of the changes in behavior which it produces for the individual and the common good. Herein lies the basis of the student's understanding of the theory and practice of democracy. The college, therefore, has maintained that the best learning is inspired in a democratic atmosphere where students and faculty work together for the achievement of common goals.

Successful participation in society is conditioned by one's respect for the individual and his capacity to make a contribution to the group. Although it may sound quite simple, this begins in the smallest units of campus life where each member is encouraged to express herself with the faith that she will be heard and that the ideas she expresses will receive consideration. True democracy is conditioned by the way in which individuals accept responsibilities for the little tasks which go unrewarded and unnoticed. It is for this reason that the college stresses the importance of sustained effort in "little things" where the result is measured only in terms of the student's faithfulness to her responsibility. Effective living in a democracy is conditioned by the ability of each individual to participate in group activity. At Bennett College this expresses itself in the cooperative planning of faculty-student committees. As a part of their education in democratic leadership, students are members of the college committees often serving as co-chairmen with faculty members.

Believing that personality finds its fullest expression in an atmosphere of controlled freedom, the college has established few rules and regulations. These grow out of the necessity of following a consistent policy in the maintenance of harmonious group life or they serve to highlight the responsibility of the individual student to the members of the college community. This interpretation of behavior creates a climate where the student may develop

poise, self-direction and inner controls. Because the college regards this as the highest level of cooperative action, it covets the fulfillment of this ideal for every Bennett student.

This conception of democracy recognizes education as a continuous process of growth, enhanced by the effective combination of guidance with instruction. At Bennett College the guidance program is not a separate function. It responds voluntarily to the developing needs of each young woman. At the core of the program is the student. The advisor seeks to help her with her personal, social and academic problems. It is the prevalent philosophy that these three areas of the student's life cannot be separated into specialized compartments, for together they constitute the whole self. To the development of this whole self, the college is actively committed. Along with this goes the idea that the most effective guidance program emanates from the classroom since the teacher is also working with the student in the area of her interest where understandings are necessary and where problems naturally arise. In as far as possible, the faculty person who is to advise the student also serves as her instructor in at least one of her classes. In the residence halls a director, a student assistant and a number of counsellors, mainly junior students share in the direction of student life. In an open letter from the faculty to the students, the following statement is made concerning the guidance relationship. "Although every faculty member is your friend, your faculty advisor will have the responsibility for knowing you most intimately. You may discuss with her your academic record and progress, your co-curricular activities and any more personal problems you might have, with the feeling that your discussions are held in strictest confidence." Thus the college through its program of sympathetic guidance helps the Bennett student to the achievement of her purposes in her quest for personal satisfaction.

Many activities have grown out of these core ideas, which are now among the college's most cherished traditions. One of the oldest of these are the

birthday dinners. They are formal occasions which take place bi-monthly in the college dining hall. They honor the students and faculty whose birthdays fall within the particular months. It is a gracious way in which to express appreciation for the presence of every individual in the Bennett family. Its chief value lies in the fact that it translates the ideal of magnifying the importance of every young woman into a vital living experience.

The Home-Making Institute, as old as the college itself, is another of these cherished traditions. Since the organization of the college, special emphasis has been placed upon home-making education as an important phase of community life. The first Institute was held in April, 1927, when the college set aside a week in which to dramatize the importance of harmonious family life. That year more than three thousand persons participated in the program. Each year since then, the Institute has brought to the college campus outstanding leaders and authorities of the state and nation. Prominent among the speakers in recent years have been Dr. Paul Popenoe, Dr. Louise Stanley, Mrs. Robert L. Vann, Mrs. Bertha J. Diggs, Dr. Channing H. Tobias, Dr. Gladys H. Groves, Dr. Katherine F. Lenroot, Mr. Art Carter, Mrs. Sara Spencer Washington, Mr. C. C. Spaulding, Dr. Frank Porter Graham and Mrs. Eleanor Roosevelt.

Some of the programs have stressed the physical aspect of the home, and the development of model homes on various income levels in city and rural communities. Others have emphasized personal growth, individual development, child care and improved social relations through skillful home-making. More recently the attention of the college has been turned toward the stresses and strains of contemporary life. The central themes of these Institutes suggest clearly the nature of the programs - Family Relationships in a Time of Stress, The Home and Civilian Defense, The Veteran Returns to His Family and Opening Doorways to Economic Security. Although the Home-Making Institutes have been planned to meet the needs of students in the important area of home and family

life, they have likewise made a vital contribution toward the enrichment of life in the community at large.

Experience has repeatedly confirmed the need for helping individuals to have faith in the permanence and ultimate significance of the values which they hold to be supreme. Values are regarded as those objects and aspects of reality and experience which a person finds desirable and worthy of acceptance. Rest from a difficult task, a clean room, respect for persons of integrity, belief in God—these are sample values which are everywhere evident on the Bennett College Campus. But a mere collection of loyalties is not enough. Critical choices reveal that these arrange themselves in a hierarchical sequence which culminates in the individual's acknowledgment of a supreme being. The college aims, therefore, to satisfy the spiritual needs of its students. The Sunday School, The Woman's Society of Christian Service, the Young Women's Christian Association and the Mid-Week Worship Service are among the co-curricular activities which contribute toward this end. It is the college Vesper Service, however, which summons the individual to see life as a harmonious whole, emphasizing as it does both religion and philosophy in relation to ethical values and the democratic way of life. The task here is to help each Bennett student to incorporate her common religious aspirations into the common life with the result that she may somehow come to live a richer and a fuller life.

As has been stated, Bennett College plans its way of life to meet the developing needs of its students. From the beginning it has been concerned about the problem of individualized education. So that the faculty readily committed itself to a functional program of studies when this idea was presented. At a faculty fall conference in 1939 the seed of the new curriculum was germinated when the group recognized the need for revising the course of study to assure its continued life. For some time the college followed the

traditional pattern of instruction with dotted efforts to relate the learnings to real life situations. From a departmental organization, it advanced to a divisional set-up which consists today of four major divisions....the humanities, the social sciences, the biological and physical sciences and home economics. Although the work of these divisions has received functional emphasis from time to time, the actual result has been lacking in continuity at many points. As soon as the faculty pledged itself to this new effort, the urgency for serious study and reorganization of the educational program was apparent. But before making any changes, the group needed to find out what activities college women participate in, what occupations they are engaged in and what needs they feel as mothers, homemakers and professional workers. In carrying forward the study answers were sought to four major questions:

What are the fundamental needs of women in the world today?
What is now being taught in the college which relates or does not relate to these needs?
What are the basic shortages?
What revisions of the educational program are necessary to meet these shortages on the one hand and to fulfill the needs on the other?

In order to discover needs and shortages the faculty made inquiry from the graduates of Bennett and a number of other colleges, who had been out of school from one to five years. A master list of 144 topics was classified under nine categories commonly referred to as areas of human living—Earning a Living, Communication, Mental and Physical Health, Consumer Education, Community Leadership and Citizenship, Home and Family Life, Recreation, Religion and Philosophy of Life and General. These were printed with accompanying topics in a booklet and circulated to the graduates in the form of an Inquiry from Bennett College called Improving College Education for Women.

The graduates were asked to react to the questions in several of five different ways as to whether or not college furnished information on the topic in a regular course or in a co-curricular activity such as in a club or in

chapel; whether or not they would have preferred more or less study on a topic, and whether or not they felt that the topic had received adequate treatment in the curriculum. An example will serve to clarify this point.

EARNING A LIVING	Studied in College		Emphasis		
	Course	Outside	More	Same	Less
1) A survey of occupations					
2) How to get a job					
3) How to get along with fellow workers					
4) How to use my working time effectively ...					
5) How to improve myself on the job					

While results of the Inquiry were coming in, the faculty decided to analyze their courses. The immediate concern was to know the chief topics dealt with in each course, utilizing as the smallest unit of subject matter those topics which consumed at least one half hour of teaching time. Although this was a time consuming task, it was regarded as tremendously worthwhile. It clarified on paper the course objectives and the specific ways in which these were being met. Each teacher then took a copy of the Inquiry and the topics were checked by the outlines. The resulting summary called the "Functional Outline" indicated whether an area of living or a particular item of it was treated in the courses, generally, specifically or not at all.

Paralleling this task was the work of nine functional committees each responsible for developing one of the areas of human living—the Central Curriculum Committee, the Committees on Religion and Philosophy of Life, Visual Aids, Consumer Education, Health and Physical Education, Communication Arts, Publicity and Publications, Reading and Community Relations. The Committee on Communication Arts illustrates how these groups worked in meeting student needs. Releases were issued to the entire group on how to take notes, how to write a term paper, the importance of correct speech, acceptable grammar and conventional spelling. The central purpose here was to try to get a degree of

uniformity on teaching essential facts and developing needed skills.

The results of the Inquiry indicated needs in all of the areas of human living. Noticeably more instruction was demanded in earning a living, mental and physical health, communications, home and family life and community leadership. The graduates recognized that a large part of the information needed could be appropriately secured outside of the regular course of study thus supporting the conviction maintained at the college that learnings take place through co-curricular experiences as well as through organized bodies of subject matter.

The college has made significant changes in its curriculum as a result of this study. Courses which seemed to have no relevance to student needs were eliminated. The requirements for graduation were revised. Illustrative of these changes were the elimination of a course in Kenesiology, the shift from principles of economics to consumer education and the replacement of history of civilization by modern problems. New courses were added in physical and mental health, religion and philosophy of life and community problems. A large number of subjects which had previously been reserved for majors in the various divisions were opened to all students with sufficient background. Courses in child psychology, nursery school education, modern marriage and community organization were among that number.

Co-curricular experiences were re-vitalized as a means of extending the learnings beyond the classroom environment. Courses in sociology were enriched to include field work and community projects. Two communities were selected as practice ground for the students. To implement the work in home economics a health school was maintained on the campus for three years. This school replaced the college nursery school of former days. Twenty malnourished children were fed balanced meals prepared by the students three times daily in an effort to point out the importance of proper diet in the

life of the growing child. Other educational efforts in this direction include the radio programs, the student sponsored chapel programs, the community theater and the religious emphasis week. To this group also belong the Reading, Clothing, Writing and Speech Clinics. These are extensions of the work of the divisions not only to meet the shortages revealed in the educational background but also to give individual attention to the problems of each student.

Even though the college has not been operating long under these changes, it was felt that some form of evaluation should be started. The faculty selected 3 areas for study and analysis, earning a living, mental and physical health and communication. Unlike the former effort, this one called for student representation and participation in the planning. Four students elected by the majors in each division sat with the faculty making plans and organizing materials for presentation. The humanities division working in the area of communication prepared and issued to all students a handbook of common errors made by Bennett students with comments and corrections. The home economics division worked chiefly on problems of home decoration and nutrition. The science division worked on improving the health practices of the students.

Tests were then administered in English, contemporary affairs, study habits, vocational preference, health practices and adjustment. Scores were used for group and individual data. With respect to individual data a psychological profile was devised for each student. A copy of this profile is placed in the student's folder to assist the faculty advisor in giving guidance and counsel. Test results indicated average achievement in English, dominant interest in social service, above average practice in good health habits, and average adjustment. The continuous use of the vocational preference test increases the college's skill in helping the student to choose a vocation commensurate with her personality and her ability. All of the tests form a working basis for dealing face to face with the student on her problems.

As a second major step in curriculum improvement, an Inquiry similar to the graduate questionnaire was addressed to the student body in February, 1946. These findings are not yet available.

This continuous study of the educational program is evidence of the fact that Bennett College is constantly seeking to make education vital for its students. While it is intended to meet the needs of the Bennett students, it has possibilities of evolving a program of education which may make a substantial contribution to the education of the women of America. The total effort springs from a sincere belief in the fruition of the philosophy of the college by those who subscribe to it as a way of life.

From time to time the college has restated its philosophy to meet the exigencies of the college community. These have all been vigorous interpretations of the ideals which Bennett holds dear. Although they differ in their statement of ideas, it is none the less true that the essence of the Bennett tradition of yesterday has been remolded to enhance the meaning of the way of life at Bennett College today.

THE BENNETT STATEMENT OF AIMS

THE COLLEGE AIMS:

To provide opportunities for growth in religious thought to the end that certain principles will be made to occupy a definite place in the experience of the student.

To provide ample opportunities and experiences in daily living that will stimulate practice in the art and science of home-making.

To provide the environment and facilities that will make for the physical fitness of the student and develop in her an appreciation for a healthy mind and body.

To insure adequate preparation in specialized fields that will make possible the successful pursuit of a given vocation.

To develop in the student an understanding of and appreciation for the cultural and scientific achievements of man.

To stimulate an appreciation for the beautiful in everyday living as well as in the arts.

To provide varied types of recreation to satisfy the need for play and to give direction in the proper use of leisure time.

To develop in the student an understanding of social problems and to stimulate in her the desire to aid in their solution.

THE BENNETT Bs

Be a Good Conversationalist - A good conversationalist is sympathetic and talks about matters which interest others. Above all, she does not monopolize the table talk or the room "causerie".

Conversational Bs

Be thoughtful
Be courteous
Be sincere
Be considerate

Be Courteous - It is a cherished tradition that Bennett girls are kind and hospitable to guests and strangers on the campus. They go out of their way to help them find places or locate their friends.

Courtesy Bs

Be appreciative of the beauty of your dormitory home.
Be considerate of girls who are resting when you may be busy.
Be prompt to acknowledge services rendered you.

Be Neat - Neatness is the basis of all beauty. Being neat suggests cleanliness, simplicity, order and refinement in every phase of everyday life.

Neat Bs

Be sure to form good habits in personal appearance.
Be mindful of the importance of a good "hair-do".
Be discriminating in your nail polish and your attire.

Be Friendly - It is said that great friendships result from an aristocratic conception of humanity. It is an evidence of culture to show ourselves friendly without affectation.

Friendly Bs

Be sincere in forming friendships with others.
Be tolerant of the differences which exist in people.
Be reserved in your friendship with the opposite sex.

Be Socially Appropriate - Gracious manners are the basis of charm. A quiet voice, a graceful posture and a pleasant expression give flavor to personality.

Social Bs

Be restrained in your behavior in public.
Be careful to introduce yourself to guests with whom you tour the campus.
Be sensitive to the appropriateness of shaking hands.

THE BENNETT IDEALS

"The Bennett Girl" strives to be:

Sincere. She recognizes the value of honesty in social as well as academic pursuits, and can be depended upon to express frank judgments in any situation in which she is involved.

Tolerant. She has respect for the rights, ideals and achievements of others; and she is open-minded and considerate with regard to patterns of behavior other than her own.

Cooperative. She enters fully into varied situations and, as leader or follower, works intelligently with others, accepting responsibility herself and helping others to carry their share of the load.

Poised. She is well-groomed and appropriately dressed, and she demonstrates poise by her manner, graciousness and self-control, reinforced by a sense of dignity and worth.

Healthy. She has gained the vitality which results from observing the principles of healthful living. She plans for recreation and for the wholesome and creative use of leisure.

Efficient. She has mastered the skills and techniques necessary for her to perform ably the duties associated with home and vocational life. She is well-rounded and well-informed.

Well-balanced. She has achieved mental and emotional maturity so that she is able to meet difficult problems with intelligent control, resourcefulness and cheerfulness.

Appreciative of the Beautiful. She is sensitive to loveliness in ordinary surroundings, as well as in art, music, and literature; and recognizes things of beauty as an integral part of everyday life.

Religious. She has deep convictions about what is worthwhile and sees her role in helping to reach these values in living.

Loyal. She manifests a devotion to the highest and best in human endeavor and in human relationships.

NC 239 Bennett College - Reports

Box 117 Folder 1063

GEB

BENNETT COLLEGE

Greensboro, North Carolina

Report On

A U D I T

Year Ended

JUNE 30, 1937

OFFICERS

DAVID D. JONES
President

MRS. THEO. C. TAYLOR
Business Manager and Bookkeeper

BOARD OF TRUSTEES

WALLACE E. BROWN
President

MRS. W. RAYMOND BROWN
Secretary

W. C. JACKSON
1st Vice President

THOMAS F. HOLGATE
Treasurer

MRS. W. H. C. GOODE
2nd Vice President

DAVID D. JONES
Asst. Treasurer

TERM EXPIRES 1938

Mrs. Raymond W. Brown	East Aurora	N. Y.
Mrs. D. H. Hargis	Wilmington	Del.
Thomas F. Holgate	Chicago	Ill.
Albert G. Odell	Clifton Springs	N. Y.
Silas A. Peeler	Greensboro	N. C.
Mrs. Henry Pfeiffer	New York	N. Y.
Mrs. M. C. Slutes	Cincinnati	Ohio
Miss Murial Day	Cincinnati	Ohio

TERM EXPIRES 1939

Wallace E. Brown	Chattanooga	Tenn.
Mrs. Julius W. Cone	Greensboro	N. C.
Henry H. Crane	Scranton	Pa.
Mrs. W. H. C. Goode	Sidney	Ohio
W. C. Jackson	Greensboro	N. C.
Robert E. Jones	Columbus	Ohio
J. A. McRae	Reidsville	N. C.
Mrs. Millard Robinson	New York	N. Y.

TERM EXPIRES 1940

Everett C. Bacon	New York	N. Y.
Mrs. Florence D. Carroll	Baltimore	Md.
Mrs. J. H. Freeman	Delaware	Ohio
Merrill J. Holmes	Chicago	Ill.
Mrs. Maggie Simpson Mathews	Detroit	Mich.
John H. Race	New York	N. Y.
William M. York	Greensboro	N. C.
Guy B. Phillips	Chapel Hill	N. C.

I N D E X

June 30, 1937

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ESTABLISHED 1905

A. M. PULLEN & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

NORTH CAROLINA BANK BUILDING

GREENSBORO, N. C.

C. S. GOLDSTON, C.P.A.
GEORGE E. PERRIN, C.P.A.

GREENSBORO, N. C.
RALEIGH, N. C.
RICHMOND, VA.

July 22, 1937.

The President and Board of Trustees,

BENNETT COLLEGE,

Greensboro, North Carolina.

Gentlemen:

We have audited the books of account and record of

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA,

for the year ended June 30, 1937, and submit herewith our report thereon, consisting of the Exhibits and Schedules as listed in the foregoing Index, together with the following Comments.

FINANCIAL POSITION

The financial position of the College at June 30, 1937, is set forth in Exhibit "A" - Balance Sheet. The Assets and Liabilities are classified under two major captions, namely, Capital Fund and Current Fund.

CAPITAL ASSETS

ENDOWMENT FUNDS

Endowment Funds, aggregating $253,412.33, consist of the following:

Invested through Board of Education of the M. E. Church	$ 3 332 33
Invested through the Trust Department of the Security National Bank, Greensboro, N. C. - Miscellaneous Bonds	249 709 84
Cash - Security National Bank	211 16
Cash - On Deposit in Morris Plan Bank, Greensboro, N. C. (Closed)	59 00
Due From Current Fund	100 00
TOTAL	$253 412 33

The Investments by the Board of Education are stated in accordance with a letter from Thos. F. Holgate, Treasurer, under date of

July 12th without further verification. The Investments by the Security National Bank are in accordance with a statement as of June 30th rendered by their Trust Department; this statement also confirms the cash on deposit with them. The cash on deposit with the closed Morris Plan Bank was reduced during the year by a dividend in the amount of $21.00. This dividend was received by the Current Fund but stated above as part of the amount designated as Due from Current Fund. The remainder of amount Due from Current Funds, namely, $79.00, is a charge against Endowment Income resulting from a loss in sale of investments.

Interest earned during the year on Endowment Funds amounted to $8,353.03, as reported during and at the close of the year under audit by the Board of Education and the Security National Bank.

Endowment Funds were increased during the year by a gift of $90,000.00 from the General Education Board.

PROPERTY IMPROVEMENT FUNDS

Cash transactions were thoroughly audited. All recorded cash receipts were traced to their deposit in banks and all cash disbursements were supported by canceled checks properly executed and endorsed, with the exception of those outstanding at June 30, 1937. The balances on deposit at June 30, 1937, were verified by correspondence with the depositories.

It will be noted that $2,495.73 of these funds are on deposit in The North Carolina Bank & Trust Company, which is closed. A liquidating dividend in the amount of $1,134.42 was received during the year.

An analysis of the Property Improvement Fund Surplus is as follows:

MRS. HENRY PFEIFFER FUND:			
Balance - July 1, 1936		$203 031 13	
Additions During Year:			
Gifts - Mrs. Henry W. Pfeiffer	$56 356 28		
Transfers from Current Fund	214 26	56 570 54	
		$259 601 67	
Deductions During Year:			
Completed Construction Capitalized		153 031 13	
BALANCE - JUNE 30, 1937			$106 570 54
Forwarded			$106 570 54

Forwarded			$106 570 54
LAND PURCHASE FUND:			
Balance - July 1, 1936		$ 4 020 84	
Additions During Year:			
Gifts		3 557 12	
		$ 7 577 96	
Deductions During Year:			
New Property Purchased and Capitalized	$6 047 23		
Improvements to Property	511 23	6 558 46	
BALANCE - JUNE 30, 1937			1 019 50
GREENSBORO BENNETT CAMPAIGN FUND:			
Balance - June 30, 1937 - No transactions during year			3 630 15
SCIENCE BUILDING FUND:			
Balance - June 30, 1937 - No transactions during year			7 000 00
PROPERTY IMPROVEMENT FUND SURPLUS (Exhibit "A")			$118 220 19

CAPITAL FUND ASSETS

Land, Buildings, and Equipment are stated at the estimated value set up seven years ago, plus proper additions since that time. New Land and Buildings were purchased during the current year and also donations to the College of Land and Buildings were made during the year. The value of these new additions is expressed on the books in accordance with an appraisal submitted to us by the President.

The additions to Capital Fund Assets during the year, amounting to $181,848.62, consisted of the following:

Land		$ 2 000 00
Buildings		155 755 37
Equipment:		
Office	$ 184 58	
Laboratory	16 260 64	
Library Books	529 68	
Maintenance	36 43	
Dining Hall	471 19	
Laundry	64 14	
Dormitory	1 403 59	18 950 25
Real Estate:		
House & Lot, High Point, N. C.	$ 3 500 00	
Less: Mortgage Payable	882 00	2 618 00
House & Lots, Greensboro, N. C.	$ 4 125 00	
Less: Reserve for Annuity Payments	1 600 00	2 525 00
TOTAL		$181 848 62

CAPITAL FUND LIABILITIES

The amount of $882.00 shown as Mortgage Payable to W. S. Beeson, High Point, North Carolina, was acquired in connection with the donation of a house and lot in High Point, North Carolina, which, at the time of donation, was encumbered by a mortgage in the amount of $1,082.00; the mortgage was reduced during the year to $882.00 by payments. Due to the inaccessability of the holder no verification was obtained beyond the office records.

The amount of $1,600.00 shown as a Reserve for Annuity Payments resulted from an agreement out of which certain properties on Trinity Street, Greensboro, North Carolina, were donated to Bennett College in return for an annual payment of $150.00 to the donors, Peter Clark and wife, as long as they both shall live, and to the survivor an annual payment of $100.00 as long as he or she shall live. The amount of the reserve was computed from regular annuity tables compatible with the conditions of the agreement. To this reserve was charged the annuity payment for the current year.

CURRENT FUND

All recorded cash receipts were traced to their deposit in banks and all disbursements were verified by the inspection of canceled checks, properly executed and endorsed, with the exception of those outstanding at June 30, 1937. Disbursements were further supported by invoices on file in the office. Balances in banks were verified by direct correspondence and reconcilement of the balances reported. Petty cash was verified by actual count.

It will be noted that $297.76 of the Current Fund Cash is on deposit in a closed bank, this amount having been reduced during the year from $486.50 by a liquidating dividend.

APPROPRIATIONS RECEIVABLE, amounting to $13,636.49, was verified by correspondence or reference to cash receipts subsequent to the audit period.

ACCOUNTS RECEIVABLE: Student Accounts, totaling $2,978.56, were not verified beyond the office records. The $941.51 due from Chas. W. Angle, Inc., represents material and supplies furnished the contractor in connection with construction under way on the campus. No verification of this amount was obtained.

The Reserve for Doubtful Accounts in the amount of $1,489.28 is based on recent experience in the collection of students' old accounts. This experience indicates that no more than fifty per cent of such accounts are uncollectible and the reserve represents that percentage of the accounts.

INVENTORIES OF TEXT BOOKS AND SCHOOL SUPPLIES on hand were taken under the supervision of your Business Manager.

ACCRUED INTEREST ON ENDOWMENTS consists of the following:

$294.80 - Interest earned and unpaid at June 30, 1937, on funds invested through the Board of Education. This amount reported to us by letter dated July 12, 1937.

$2,754.37 - Interest earned on bonds to June 30, 1937, as reported in letter from Trust Department of the Security National Bank dated June 25, 1937.

DEFERRED INTEREST EXPENSE, amounting to $94.14, represents interest on a discounted note payable to the Home Industrial Bank, Greensboro, North Carolina.

ACCOUNTS PAYABLE, totaling $4,536.78, were not verified beyond the office records. The amount of $100.00 Due Endowment Funds is represented in part by a dividend of $21.00 received for the Fannie M. Clair Fund from the closed Morris Plan Bank. The remaining $79.00 represents the amount due to the General Education Board Fund to restore a loss sustained in Sale of Investments.

NOTES PAYABLE, in the amount of $718.59, represents borrowed money and was verified by correspondence with the holders thereof.

DEFERRED INCOME, in the amount of $13,820.50, represents appropriations from the General Education Board allotted specifically for the purchase of laboratory equipment and reserved until the purpose of the gift can be carried out. The amount of $36.17 is a gift from the World Service Foundation reserved pending its recording with the Board of Education.

The RESERVE, amounting to $487.59, is a working balance of the Campus Improvement Fund set up in the Current Fund through which cash transactions of the Campus Improvement Fund are handled.

The Mortgage Payable to the Home Building & Loan Association of Winston-Salem, North Carolina, appearing in the Balance Sheet of June 30, 1936, has been canceled through payments during the year and interest accumulated on Building and Loan stock, but since the stock series does not mature until August, 1937, the Deed of Trust will not be canceled until this time. This is in accordance with the verification from the Home Building and Loan Association.

RESULTS OF OPERATIONS

The results of operations are set forth in Exhibit "C", supported by Exhibit "D" and sundry Schedules, and reflect an excess of income over expenses of $8,385.33 as compared with $822.08 for the previous year.

Exhibit "E" shows the details of income and expenses of the Auxiliary Departments for the year ended June 30, 1937, and reflects a net gain of $12,448.34 as compared with a gain of $9,207.81 for the year ended June 30, 1936.

Exhibit "F" is a statement of actual income and expenses compared with the budget prepared by you at the beginning of the year.

GENERAL

It will be noted that this report does not contain a Schedule of Insurance in Force. We had been requested to avoid, if possible, any delay in the completion of the report, and we were informed by the Board of Education of the M. E. Church, in whose office the insurance records are kept, that it would be several days before they could furnish us with the necessary information.

No Contingent Liabilities were reported to us and none were disclosed during the course of our audit.

CERTIFICATE

WE HEREBY CERTIFY that, in our opinion, the accompanying Balance Sheet subject to the foregoing comments reflects the true financial condition of Bennett College, Greensboro, North Carolina, at June 30, 1937, and that the related Income and Expense statements show the correct results of operations for the year then ended.

Respectfully submitted

Certified Public Accountants.

EXHIBIT "A"

LIABILITIES

CAPITAL LIABILITIES:

ENDOWMENT FUNDS:

Fannie M. Dhelr Fund	$ 500 00
General Education Board Fund	250 000 00
Mamie A. Moulden Fund	1 018 06
Student Aid Fund	1 018 05
General Endowment Fund	266 34
Faculty Club Scholarship Fund	509 50

PROPERTY IMPROVEMENT FUND SURPLUS:

Mrs. Henry Tefft Fund	106 370 34
Greensboro Memorial Campaign Fund	3 530 15
Science Building Fund	4 000 00
Land Purchase Fund	1 018 30

CAPITAL FUND LIABILITIES:

Accounts Payable - W. S. Beeson,
High Point, N. C. 00 308 50$
Reserve for Annuity Payments - $1
Peter Clark and Wife 24 159 56
Capital Fund Surplus - From Gifts,
Accumulations and Current Funds
(Exhibit "B") 3 000 00 11 625 00 727 970 49

TOTAL CAPITAL LIABILITIES
(Forwarded)

CAPITAL FUND:
College Properties:

Land	00 282 $	
Buildings		
Equipment	1 600 00	
Real Estate:		
House and Lot - Winston-Salem		
House and Lot - High Point		
Farm and Lot - Greensboro		

TOTAL CAPITAL ASSETS
(Forwarded)

ASSETS

CAPITAL ASSETS:			
ENDOWMENT FUNDS:			
Fannie M. Clair Fund:			
Invested	$420 00		
Morris Plan Bank (Closed)	59 00		
Due from Current Fund	21 00	$ 500 00	
✓ General Education Board Fund:			
Invested	$249 709 84		
Cash	211 16		
Due from Current Fund	79 00	250 000 00	
Nannie A. Foulkes Fund - Invested		1 018 06	
Student Aid Fund - Invested		1 018 05	
General Endowment Fund - Invested		266 94	
Faculty Scholarship Fund - Invested		609 28	$ 253 412
PROPERTY IMPROVEMENTS FUNDS:			
Mrs. Henry Pfeiffer Fund:			
Cash - Guilford National Bank		$ 6 404 09	
Construction - Buildings	$253 197 58		
Less: Construction completed and capitalized	153 031 13		
Uncompleted - Pfeiffer Science Hall and New Dormitory		100 166 45	
Greensboro Bennett Campaign Fund:		$106 570 54	
Cash in Banks:			
Home Industrial Bank	$6 003 05		
Mechanics & Farmers Bank	2 663 28		
N. C. Bank & Trust Co.(Closed)	2 495 73	11 162 06	
Campus Improvement Fund:			
Working Balance in Current Fund		487 59	118 220
CAPITAL FUND:			
College Properties:			
Land	$202 800 00		
Buildings	449 660 07		
Equipment	62 991 42	$715 451 49	
Real Estate:			
House and Lot - Winston-Salem	$4 000 00		
House and Lot - High Point	3 500 00		
House and Lots- Greensboro	4 125 00	11 625 00	727 076
TOTAL CAPITAL ASSETS (Forwarded)			$1 098 709

...E, GREENSBORO, NORTH CAROLINA

BALANCE SHEET

June 30, 1937

EXHIBIT "A"

LIABILITIES

	CAPITAL LIABILITIES:		
	ENDOWMENT FUNDS:		
	Fannie M. Clair Fund	$ 500 00	
	General Education Board Fund	250 000 00	
	Nannie A. Foulkes Fund	1 018 06	
	Student Aid Fund	1 018 05	
	General Endowment Fund	266 94	
	Faculty Club Scholarship Fund	609 28	
3 412 33			$ 253 412 33
	PROPERTY IMPROVEMENT FUND SURPLUS:		
	Mrs. Henry Pfeiffer Fund	$106 570 54	
	Greensboro Bennett Campaign Fund	3 630 15	
	Science Building Fund	7 000 00	
	Land Purchase Fund	1 019 50	
8 220 19			118 220 19
	CAPITAL FUND LIABILITIES:		
	Mortgage Payable - W. S. Beeson, High Point, N. C.	$ 882 00	
	Reserve for Annuity Payments - Peter Clark and Wife	1 600 00	
	Capital Fund Surplus - From Gifts, Accumulations and Current Funds (Exhibit "B")	724 594 49	
7 076 49			727 076 49
8 709 01	**TOTAL CAPITAL LIABILITIES (Forwarded)**		$1 098 709 01

EXHIBIT "A"
BALANCE SHEET

LIABILITIES

CURRENT FUND LIABILITIES:

Accounts Payable:
Sundry Trade Creditors
Student Prepaid Fees
Due Endowment Funds

Notes Payable - for Borrowed Money:
Home Industrial Bank

Deferred Income:
Unexpended Appropriation - Specifically Allotted - General Education Board
World Service Foundation Gift

Reserve:
Campus Improvement Fund - Working Balance

Land Reserve for Depreciation

CURRENT FUND CREDITS (Exhibit "B")

School Rents
School Supplies

Accrued Interest on Notes Payable

Accrued Interest Payable

TOTAL CURRENT FUND LIABILITIES AND SURPLUS

TOTAL CURRENT FUND LIABILITIES (Forwarded)

ASSETS

TOTAL CAPITAL ASSETS (Forwarded)			$1 098 70
CURRENT FUND ASSETS:			
Cash:			
On Hand - Petty Fund		$ 100 00	
On Deposit -			
Security National Bank	$396 21		
N. C. Bank & Trust Co. (Closed)	297 76	693 97	$ 79
Appropriations Receivable:			
Board of Education of M. E. Church		$ 81 78	
General Education Board 13017		13 554 71	13 63
Accounts Receivable:			
Students		$ 2 978 56	
Chas. W. Angle, Inc. - Contractors		941 51	
Returned Checks		51 24	
Miscellaneous		74 00	
		$ 4 045 31	
Less: Reserve for Doubtful A/cs		1 489 28	2 55
Inventories:			
School Books		$ 760 91	
School Supplies		74 88	83
Accrued Interest Income on Endowment			3 04
Deferred Interest Expense			9
TOTAL CURRENT FUND ASSETS			$ 20 96
			$1 119 67

EXHIBIT "A" - Page 2.

LIABILITIES

8 709 01	TOTAL CAPITAL LIABILITIES (Forwarded)		$1 098 709 01
	CURRENT FUND LIABILITIES:		
	Accounts Payable:		
	Sundry Trade Creditors	$ 4 228 07	
	Student Prepaid Fees	208 71	
	Due Endowment Funds	100 00	$ 4 536 78
793 97			
	Notes Payable - For Borrowed Money:		
	Home Industrial Bank		718 59
3 636 49	Deferred Income:		
	Unexpended Appropriation - Specifically Allotted - General Education Board	$ 13 820 50	
	World Service Foundation Gift	36 17	13 856 67
	Reserve:		
	Campus Improvement Fund - Working Balance		487 59
	TOTAL CURRENT FUND LIABILITIES		$ 19 599 63
2 556 03			
	CURRENT FUND SURPLUS (Exhibit "B")		1 365 96
835 79			
3 049 17			
94 14			
20 965 59	TOTAL CURRENT FUND LIABILITIES AND SURPLUS		$ 20 965 59
19 674 60			$1 119 674 60

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

ANALYSIS OF SURPLUS - ALL FUNDS

Year Ended June 30, 1937

EXHIBIT "B"

	AMOUNT	TOTAL
CURRENT FUND:		
BALANCE - JULY 1, 1936		$ 4 563 24
ADDITIONS DURING YEAR:		
Excess of Income over Expenses (Exh. "C")	$ 8 385 33	
Donation from Board of Education Applicable to Deficit at Beginning of Year	95 65	
Collection of Old Students' Accounts Not on Books	402 54	
Profit on Investment Transactions Applied on Loss of Income 1935-36	483 29	
Reduction of Liability to Capital Fund - Accumulation of Interest on Home Building and Loan Association Stock Applied Against Mortgage	246 50	9 613 31
		$ 5 050 07
DEDUCTIONS DURING YEAR:		
New Office Equipment Purchased from Current Funds - Transferred to Capital Fund	$ 184 58	
New Laboratory Equipment Purchased from Current Funds - Transferred to Capital Fund	81 14	
New Library Books Purchased from Current Funds - Transferred to Capital Fund	529 68	
New Maintenance Equipment Purchased from Current Funds - Transferred to Capital Fund	36 43	
New Dining Hall Equipment Purchased from Current Funds - Transferred to Capital Fund	471 19	
New Laundry Equipment Purchased from Current Funds - Transferred to Capital Fund	64 14	
FORWARDED	$ 1 367 16	$ 5 050 07

	AMOUNT	TOTAL
FORWARDED	$1 367 16	$ 5 050 07
CURRENT FUND (Cont'd):		
DEDUCTIONS DURING YEAR (Cont'd):		
Construction Expense on Pfeiffer Hall Made Through Current Fund - Transferred to Pfeiffer Building Fund	214 26	
New Dormitory Equipment Purchased from Current Funds - Transferred to Capital Fund	1 403 59	
Increase in Reserve for Doubtful Student Accounts Receivable	699 10	3 684 11
SURPLUS - CURRENT FUND - JUNE 30, 1937 (Exhibit "A")		$ 1 365 96
CAPITAL FUND:		
BALANCE - JULY 1, 1937		$542 745 87
ADDITIONS DURING YEAR:		
New Office Equipment Purchased Through Current Fund	$ 184 58	
New Laboratory Equipment Purchased Through Current Fund	81 14	
New Library Books Purchased Through Current Fund	529 68	
New Maintenance Equipment Purchased Through Current Fund	36 43	
New Dining Hall Equipment Purchased Through Current Fund	471 19	
New Laundry Equipment Purchased Through Current Fund	64 14	
New Dormitory Equipment Purchased Through Current Fund	1 403 59	
New Equipment for Pfeiffer Science Hall Purchased Through Current Fund	16 179 50	
FORWARDED	$18 950 25	$542 745 87

	AMOUNT	TOTAL
FORWARDED	$18 950 25	$542 745 87
CAPITAL FUND (Cont'd):		
ADDITIONS DURING YEAR (Cont'd):		
New Dormitory - Pfeiffer Hall - and Furnishings - Constructed Through Pfeiffer Building Fund	87 571 86	
New Heating Plant Constructed Through Pfeiffer Building Fund	65 459 27	
Land and Buildings Purchased and Donated During Year Per Appraisal Through Campus Improvement Fund	9 517 24	
Increase in Equity in House and Lots on Trinity Street, Greensboro, N. C. by Annuity Payments Reducing the Annuity Reserve	150 00	
Increase in Equity in House and Lot in High Point, N. C., by Payments on Mortgage	200 00	181 848 62
SURPLUS - CAPITAL FUND - JUNE 30, 1937 (Exhibit "A")		$724 594 49

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

INCOME AND EXPENSE - CURRENT FUND - ALL DEPARTMENTS

Year Ended June 30, 1937 — EXHIBIT "C"

			AMOUNT	TOTAL
INCOME:				
Student Fees	(Schedule 1)		$27 994 05	
Appropriations	(Schedule 2)		25 000 00	
Gifts and Grants	(Schedule 2)		5 196 67	
Income From Endowments			8 353 03	
Book Store			4 802 88	
Dining Hall	(Exhibit "F")		33 035 23	
Dormitories & Homes	(Exhibit "F")		10 744 46	
Laundry	(Exhibit "F")		2 814 06	
Miscellaneous:				
Scholarship and Fellowships		$ 462 20		
Athletics - Gate Receipts		225 05		
Key Deposits		108 00		
Drayage		81 10		
Rent		246 53		
Other Miscellaneous		51 77	1 174 65	
TOTAL INCOME				$119 115 03
EXPENSES (Exhibit "D"):				
Administrative and General			$12 841 63	
Educational			35 433 81	
Operation and Maintenance			15 689 31	
Dormitories and Homes			5 015 94	
Dining Hall			27 512 42	
Laundry			1 617 05	
Book Store			4 617 71	
Student Activity			2 289 78	
Other Expenses			5 712 05	
TOTAL EXPENSE (Exhibit "D")				110 729 70
EXCESS OF INCOME OVER EXPENSE (Exhibit "B")				$ 8 385 33

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

DETAIL OF EXPENSE - CURRENT FUND

Year Ended June 30, 1937

EXHIBIT "D"

		AMOUNT	TOTAL
ADMINISTRATIVE AND GENERAL:			
Salaries	(Schedule 3)	$ 8 502 47	
Traveling		499 74	
Communication		423 26	
Publicity, Printing and Postage		1 808 62	
Association Membership and Meetings		300 86	
Commencement		270 91	
Supplies, Expense and Replacements		920 15	
Sundry		115 62	
Equipment		184 58	
		$13 026 21	
Less: Equipment Capitalized		184 58	$ 12 841 63
EDUCATIONAL:			
Salaries	(Schedule 3)	$31 088 33	
Salaries - Library	(Schedule 3)	1 080 00	
Wages		95 85	
Supplies - Laboratory		711 55	
Supplies - Other		939 92	
Laboratory Equipment - Cash Purchases	$16 260 64		
Less: Donations	16 179 50	81 14	
Art Gallery - W. P. A.		308 35	
Library Books		529 68	
Library Supplies and Expense		426 06	
Extension Department		481 87	
Miscellaneous Expense		301 88	
		$36 044 63	
Less:			
Laboratory Equipment Capitalized	$ 81 14		
Library Books Capitalized	529 68	610 82	35 433 81
OPERATION AND MAINTENANCE:			
Wages - Supervision	(Schedule 3)	$ 622 80	
Janitorial Work		2 470 57	
Care and Maintenance of Grounds		2 281 18	
Repairs - Buildings		1 026 70	
Repairs - Furniture and Equipment		183 62	
Fuel		2 839 73	
Light and Power		2 093 46	
Water		702 21	
Insurance		1 845 55	
FORWARDED		$14 065 82	$ 48 275 44

	AMOUNT	TOTAL
FORWARDED	$14 065 82	$ 48 275 44
OPERATION & MAINTENANCE (Continued):		
Supplies	636 48	
Trucking	987 01	
Equipment	36 43	
	$15 725 74	
Less: Equipment Capitalized	36 43	15 689 31
DORMITORIES AND HOMES:		
Salaries (Schedule 3)	$ 2 465 00	
Wages	980 42	
Supplies and Expense	1 002 64	
Equipment	1 403 59	
Repairs to Equipment and Buildings	428 63	
Laundry	139 25	
	$ 6 419 53	
Less: Equipment Capitalized	1 403 59	5 015 94
DINING HALL:		
Salaries (Schedule 3)	$ 1 075 00	
Wages	4 390 53	
Supplies - Food	21 395 04	
Supplies - Other	621 67	
Equipment	471 19	
Repairs to Equipment	30 18	
	$27 983 61	
Less: Equipment Capitalized	471 19	27 512 42
LAUNDRY:		
Salaries (Schedule 3)	$ 632 50	
Student Wages	600 60	
Supplies	381 95	
Equipment	64 14	
Miscellaneous	2 00	
	$ 1 681 19	
Less: Equipment Capitalized	64 14	1 617 05
BOOK STORE:		
Student Wages	$ 60 00	
Books for Sale	2 824 87	
Supplies for Sale	1 579 51	
Expense	153 33	4 617 71
FORWARDED		$102 727 87

EXHIBIT "D" - Page 3.

	AMOUNT	TOTAL
FORWARDED		$102 727 87
STUDENT ACTIVITY:		
Athletics	$ 399 61	
Health	720 18	
Dramatics, etc.	995 34	
Newspaper	174 65	2 289 78
OTHER EXPENSES:		
Scholarships	$ 3 617 99	
Interest	249 36	
Financial Campaign (Not Current)	1 704 14	
Miscellaneous	140 56	5 712 05
TOTAL EXPENSE (Exhibit "C")		$110 729 70

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

DETAILS OF INCOME AND EXPENSE - AUXILIARY DEPARTMENTS

Year Ended June 30, 1937

EXHIBIT "E"

			AMOUNT	TOTAL
DINING HALL:				
INCOME:				
Meals Served	(Exhibit "C")		$33 035 23	
EXPENSE:				
Salaries		$1 976 75		
Wages		3 488 78		
Supplies - Food		21 395 04		
Supplies - Other		621 67		
Repairs to Equipment		30 18		
TOTAL EXPENSE (Exhibit "D")			27 512 42	
GAIN				$ 5 522 81
DORMITORIES AND HOMES:				
INCOME:				
Room and House Rent	(Exhibit "C")		$10 744 46	
EXPENSE:				
Salaries		$2 716 92		
Wages		728 50		
Supplies and Expense		1 002 64		
Repairs to Equipment & Buildings		428 63		
Laundry		139 25		
TOTAL EXPENSE (Exhibit "D")			5 015 94	
GAIN				5 728 52
LAUNDRY:				
INCOME:				
Fees	(Exhibit "C")		$ 2 814 06	
EXPENSE:				
Salaries		$ 647 50		
Student Wages		585 60		
Supplies		381 95		
Miscellaneous		2 00		
TOTAL EXPENSE (Exhibit "D")			1 617 05	
GAIN				1 197 01
NET GAIN FROM AUXILIARY DEPARTMENTS				$12 448 34

BENNETT COLLEGE, GREENS

COMPARATIVE STATEMENT OF INCO

Year Ended Jun

E X P E N S E

	EXPENSE		ACTUAL	
	Budget	Actual	Over	Under
ADMINISTRATIVE & GENERAL	$ 11 930 00	$ 13 026 21	$ 1 096 21	$
EDUCATIONAL	33 400 00	36 044 63	2 644 63	
OPERATION & MAINTENANCE	14 960 00	15 725 74	765 74	
DORMITORIES & HOMES	6 650 00	6 419 53 ✓		230 47
DINING HALL	24 200 00	27 983 61 ✓	3 783 61	
LAUNDRY	1 150 00	1 681 19 ✓	531 19	
BOOK STORE	1 600 00	4 617 71 ✓	3 017 71	
OTHER - NON-EDUCATIONAL	6 910 00	8 001 83	1 091 83	
	$100 800 00	$113 500 45	$12 930 92	$ 230 47
REVENUE IN EXCESS OF EXPENSES		5 614 58	9 438 10	3 823 52
TOTALS	$100 800 00	$119 115 03	$22 369 02	$ 4 053 99

EENSBORO, NORTH CAROLINA

INCOME AND EXPENSE WITH BUDGET

June 30, 1937 EXHIBIT "F"

INCOME

	INCOME		ACTUAL	
	Budget	Actual	Over	Under
APPROPRIATIONS:				
Board of Education	$ 12 500 00	$ 12 500 00	$	$
Women's Home Missionary Society	12 500 00	12 500 00		
GIFTS & GRANTS:				
State Department of Education	270 00	270 00		
N. C. Conference	1 000 00	867 25		132 75
Churches & Conferences	2 000 00	406 53		1 593 47
Library	300 00			300 00
Phelps - Stokes Fund	150 00	150 00		
Sundry	500 00	3 502 89	3 002 89	
ENDOWMENT INCOME	9 843 00	8 353 03		1 489 97
STUDENT FEES	21 287 00	27 994 05	6 707 05	
DINING HALL	25 700 00	33 035 23 ✓	7 335 23	
DORMITORIES & HOMES	8 800 00	10 744 46 ✓	1 944 46	
LAUNDRY	2 650 00	2 814 06 ✓	164 06	
BOOK STORE	2 000 00	4 802 88 ✓	2 802 88	
MISCELLANEOUS:				
Scholarships	1 000 00	462 20		537 80
Sundry	300 00	712 45	412 45	
TOTALS	$100 800 00	$119 115 03	$22 369 02	$ 4 053 99

STUDENT FEES

Year Ended June 30, 1937

SCHEDULE 1

ITEM	AMOUNT
Matriculation	$ 1 540 00
Tuition	20 586 30
Laboratory	1 041 00
Household Arts	304 00
Student Activities	2 061 50
Medical	1 188 25
Music	313 00
Extension Department	301 00
Teacher Training	460 00
Diploma Fees	181 00
Late Registration and Miscellaneous	18 00
TOTAL (Exhibit "C")	$27 994 05

APPROPRIATIONS, GIFTS AND GRANTS

Year Ended June 30, 1937

SCHEDULE 2

	AMOUNT	TOTAL
APPROPRIATIONS:		
Board of Education	$12 500 00	
Women's Home Missionary Society	12 500 00	
TOTAL APPROPRIATIONS (Exhibit "C")		$25 000 00
GIFTS AND GRANTS:		
Unrestricted:		
State Department of Education	$ 270 00	
N. C. Conference, M. E. Church	867 25	
Churches and Conferences	406 53	
Alumnae Loyalty Fund	54 85	
Sundry, Including Vesper	3 448 04	
	$ 5 046 67	
Restricted:		
Phelpes-Stokes Fund	150 00	
TOTAL GIFTS AND GRANTS (Exhibit "C")		5 196 67
DONATIONS SPECIFICALLY ALLOCATED:		
General Education Board - (Allotted specifically for the purchase of equipment for the Pfeiffer Science Building and applied thereto)		16 445 29
TOTAL ALL		$46 641 96

SALARIES PAID

Year Ended June 30, 1937

SCHEDULE 3

NAME			AMOUNT	TOTAL
ADMINISTRATIVE:				
David D. Jones, President:				
Cash		$ 4 000 00		
Board and Rent		1 560 00	$ 5 560 00	
Theo. C. Taylor, Business Manager			1 680 00	
Sundry - Office Help			1 262 47	$ 8 502 47 (Exh. "D")
EDUCATIONAL:				
Burris	M. A.		$ 702 50	
Caldwell	J. B.		655 75	
Dett	R. N.		979 51	
Davis	C. R.		765 00	
Dickens	B.		2 000 00	
Farrison	W. E.		2 200 00	
Gamble	M. L.		820 00	
Gould	M. S.		1 400 00	
Hamlin	E. K.		1 150 00	
Harreld	J. E.		1 353 40	
Johnson	G. H.		900 00	
Johnstone	C.		1 400 00	
Klaiss	D. S.		1 100 00	
Kittrell	F. P.		2 400 00	
Klugh	P. A.		2 023 00	
Kyle	M. P.		162 50	
Morton	J. T., Jr.		1 500 00	
Nau	W. T.		510 00	
Oxley	L. O.		1 216 67	
Player	W. B.		1 850 00	
Raiford	B. R.		1 300 00	
Tate	M.		2 200 00	
Winterwood	Chas.		550 00	
Wormley	C. W.		150 00	
Wormley	J. W.		1 800 00	31 088 33 (Exh. "D")
LIBRARY:				
Cooper	B. E.			1 080 00 (Exh. "D")
		FORWARDED		$40 670 80

SCHEDULE 3 - Page 2.

NAME		AMOUNT	TOTAL
FORWARDED			$40 670 80
DORMITORIES:			
Bowe	O. R.	$ 315 00	
Jetton	L. M.	950 00	
McLaurin	M. B.	1 200 00	2 465 00 (Exh."D")
DINING HALL:			
Langford	E. H.		1 075 00 (Exh."D")
OPERATION AND MAINTENANCE:			
Rogers	L. W.		622 80 (Exh."D")
LAUNDRY:			
Jordon	P.		632 50 (Exh."D")
TOTAL			$45 466 10

✓

MC-239

BENNETT COLLEGE

Greensboro, North Carolina

Report On

A U D I T

Year Ended

JUNE 30, 1936

OFFICERS

DAVID D. JONES
President

MRS. THEO. C. TAYLOR
Business Manager & Bookkeeper

BOARD OF TRUSTEES

WILBUR P. THIRKIELD President	**MRS. M. C. SLUTES** Secretary
W. C. JACKSON 1st Vice-President	**THOS. F. HOLGATE** Treasurer
MRS. W. H. C. GOODE 2nd Vice-President	**DAVID D. JONES** Asst. Treasurer

MEMBERS

TERM EXPIRES 1937

Everett C. Bacon	New York	N. Y.
Mrs. Florence D. Carroll	Baltimore	Md.
Mrs. J. H. Freeman	Delaware	Ohio
Merrill J. Holmes	Chicago	Ill.
Mrs. Maggie Simpson Matthews	Detroit	Mich.
Guy B. Phillips	Greensboro	N. C.
John H. Race	New York	N. Y.
W. M. York	Greensboro	N. C.

TERM EXPIRES 1938

Mrs. W. Raymond Brown	East Aurora	N. Y.
Mrs. D. H. Hargis	Wilmington	Del.
Thos. F. Holgate	Chicago	Ill.
Albert G. Odell	Clifton Springs	N. Y.
Silas A. Peeler	Asheville	N. C.
Mrs. Henry W. Pfeiffer	New York	N. Y.
Mrs. M. C. Slutes	Cincinnati	Ohio
Wilbur P. Thirkield	New York	N. Y.

TERM EXPIRES 1939

Wallace E. Brown	Chattanooga	Tenn.
Mrs. Julius W. Cone	Greensboro	N. C.
Henry H. Crane	Scranton	Pa.
Mrs. W. H. C. Goode	Sidney	Ohio
W. C. Jackson	Greensboro	N. C.
Robert E. Jones	New Orleans	La.
J. A. McRae	Reidsville	N. C.
Mrs. M. L. Robinson	New York	N. Y.

I N D E X

June 30, 1936

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ESTABLISHED 1908

A. M. PULLEN & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

NORTH CAROLINA BANK BUILDING

GREENSBORO, N. C.

C. S. GOLDSTON, C.P.A.
GEORGE E. PERRIN, C.P.A.

GREENSBORO, N. C.
RALEIGH, N. C.
RICHMOND, VA.

August 5, 1936

The President and Board of Trustees,

BENNETT COLLEGE,

Greensboro, North Carolina.

Gentlemen:

We have audited the books of account and record of

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

for the year ended June 30, 1936, and submit herewith our report thereon, consisting of the Exhibits and Schedules as listed in the foregoing Index, together with the following Comments.

FINANCIAL POSITION

The financial position of the College is set forth in Exhibit "A" - Balance Sheet - at June 30, 1936. The Assets and Liabilities are classified under two captions, namely, Capital Fund and Current Fund.

CAPITAL ASSETS

ENDOWMENT FUNDS

Endowment Funds, aggregating $163,291.53 are represented as follows:

Invested through the Board of Education of the M. E. Church	$ 3 211 53
Miscellaneous Bonds	159 837 07
Cash - General Education Board	162 93
Cash - On Deposit in Morris Plan Bank, Greensboro, N. C. (Closed)	80 00
TOTAL	$163 291 53

The Investments by the Board of Education are stated in accordance with letter from Thos. F. Holgate, Treasurer to President David D. Jones, under date of July 16th without further verification. Confirmation was requested of the Morris Plan Bank as to the Balance of $80.00 on deposit with this closed Bank, but no reply has been received.

Interest earned during the year on Endowment Funds amounted to $5,941.78 as set forth in letter of July 16, 1936, from Thos. F. Holgate, Treasurer.

2

PROPERTY IMPROVEMENT FUNDS

Cash transactions were thoroughly checked. All recorded cash receipts were traced to their deposit in banks and all cash disbursements were supported by cancelled checks properly executed and endorsed, with the exception of those outstanding at June 30, 1936. The balances on deposit at June 30, 1936, were verified by direct correspondence with the depositories.

It will be noted that $3,630.15 of these funds are on deposit in The North Carolina Bank & Trust Company, which bank is closed.

The Gift of $50,000.00 made during the year by Mrs. Henry W. Pfeiffer is in the custody of the Women's Home Missionary Society.

Transfers were made during the year from Bennett Campaign Fund to Land Purchase Fund and to Science Building Fund. Mrs. Henry W. Pfeiffer also contributed $5,000.00 during the current year to these funds.

New property was purchased by the college during the year, the total cost of which amounted to $5,940.25, including Legal fees and other cost of securing the property.

CAPITAL FUND ASSETS

Land, Buildings, and Equipment are stated at the estimated value set up five years ago, and proper additions since that time. New Land and Buildings were purchased during the current year and also donations to the College of Land and Buildings were made during the year. In order to clearly reflect the value of these new additions, an appraisal was given to us by the President and appraised values placed on the books for this new property.

The additions to Capital Assets during the year amounting to $23,195.33 were as follows:

Land		$ 8 500 00
Buildings and Improvements		3 675 00
Equipment:		
Office	$ 124 82	
Library Books	3 015 28	
Laboratory Equipment	5 907 12	
Dormitory Equipment	659 21	
Dining Hall Equipment	1 113 90	10 820 33
TOTAL		$23 195 33

The amount due from Current Fund was reduced $180.75 during the year by payments out of Current Funds against the outstanding mortgage held by the Standard Building and Loan Association of Winston-Salem, North Carolina.

College Buildings and Equipment were damaged by Tornado to the extent of $7,399.42, but due to the fact that repairs are being made to this property from funds donated, the Capital Assets have not been reduced by the amount of the estimated damage. See Current Fund Comments for further detail.

3

CAPITAL FUND LIABILITIES

The amount of $486.50 shown as Mortgage Payable to Standard Building and Loan Association, Winston-Salem, N. C., was verified by correspondence with the holder.

CURRENT FUND

All recorded Cash receipts were traced to their deposit in banks and all disbursements were verified by the inspection of cancelled checks, properly executed and endorsed, with the exception of those outstanding at June 30, 1936. Disbursements were further supported by invoices on file in the office. Balances in banks were verified by direct correspondence and reconcilement of the balances reported. Petty Cash was verified by actual count.

It will be noted that $433.11 of the Current Fund Cash is on deposit in a closed bank.

APPROPRIATIONS RECEIVABLE, amounting to $764.07, were verified by correspondence and is due from the Board of Education of the M. E. Church.

GIFTS AND GRANTS RECEIVABLE represent amounts promised by the Board of Education of the M. E. Church for Tornado repairs $3,300.71, Womens' Home Missionary Society for Tornado Repairs to Pfeiffer Hall $1,683.87, and by General Education Board for Laboratory Equipment and Library Books $1,425.77. The Pledge made by General Education Board was paid July 13, 1936. $1,383.87 of the $1,683.87 Pledge by the Women's Home Missionary Society was paid July 7, 1936.

ACCOUNTS RECEIVABLE: The amount due from the Board of Education represents refund of traveling expenses and was paid July 10, 1936. The amount due from Faculty represents House Rent due and unpaid at June 30, 1936, as shown by the books without further verification.

Student Accounts, totaling $1,796.95 were not verified beyond the office records.

INSURANCE RECEIVABLE represents the amount estimated by the various Insurance Companies as the amount to be paid for the Tornado damage. The amount of this estimate was obtained from a letter to the

College President under date of July 16, 1936, and signed by Thomas F. Holgate, Treasurer.

ACCRUED INTEREST ON ENDOWMENTS consists of the following:

$153.18 - Interest earned and unpaid at June 30, 1936, on Funds invested through the Board of Education. This amount was reported to us in their letter of July 27, 1936.

4

$1,539.48 - Interest earned on Bonds to June 30, 1936, as reported in letter of July 16, 1936.

INVENTORY OF TEXT BOOKS on hand was taken under the supervision of your Business Manager.

ACCOUNTS PAYABLE, totaling $10,072.84, were not verified beyond the office records. The amount due Capital Fund was decreased $180.75 during the year by payments out of Current Fund against Capital Fund Liabilities.

NOTES PAYABLE, in the amount of $3,624.97 represent borrowed money and were verified by correspondence with the holders thereof.

Reserve for Tornado Loss represents a Reserve set up to take care of losses suffered from a Tornado during the year to Buildings and Equipment. The loss as estimated by the Insurance Companies totaled $7,399.42 of which the Insurance Companies have agreed to pay $2,414.84, The Women's Home Missionary Society the sum of $1,683.87, and the Board of Education $3,300.71.

Repairs have been made to the Buildings out of Current Funds to the extent of $2,521.46, leaving a balance of $4,877.96 yet to be expended in order to restore the property to its former value.

RESULTS OF OPERATIONS

The results of operations are set forth in Exhibit "C", supported by Exhibit "D" and sundry Schedules, and reflect an excess of Income over Expenses of $822.08 as compared with an excess of $1,458.83 for the previous year.

Exhibit "E" shows the details of Income and Expense of the Auxiliary Departments for the year ended June 30, 1936, and reflects a net gain of $9,207.81 as compared with a gain of $7,794.61 for the year ended June 30, 1935.

Exhibit "F" is a statement of Actual Income and Expenses compared with the Budget prepared by you at the beginning of the year.

GENERAL

Insurance in Force is shown in Schedule 4. The coverage is shown as reported to us by the Board of Education of the M. E. Church and the policies on file in your office.

No Contingent Liabilities were reported to us and none were disclosed during the course of our audit.

CERTIFICATE

WE HEREBY CERTIFY that, in our opinion, the accompanying Balance Sheet, subject to the foregoing Comments, reflects the true financial condition of Bennett College, Greensboro, North Carolina, at June 30, 1936; and that the related Income and Expense statements show the correct results of operations for the year then ended.

Respectfully submitted,

Allen & Co.
Certified Public Accountants.

ASSETS

2	**CAPITAL ASSETS:**			
	ENDOWMENT FUNDS:			
	Fannie M. Clair Fund:			
	Invested	$ 420 00		
	Morris Plan Bank (Closed)	80 00	$ 500 00	
	General Education Board Fund:			
	Invested	$159 837 07		
	Cash	162 93	160 000 00	
	Nannie A. Foulks Fund - Invested		1 004 40	
	Student Aid Fund - Invested		1 004 41	
	General Endowment Fund- Invested		257 72	
	Faculty Club Scholarship Fund - Invested		525 00	
				$163 291 53
	PROPERTY IMPROVEMENT FUND ASSETS:			
	Mrs. Henry Pfeiffer Fund:			
	Cash - Women's Home Missionary Society	$ 50 000 00		
	Construction Completed:			
	Pfeiffer Hall Furnishings	$87 571 86		
	New Heating Plant	65 459 27	153 031 13	$203 031 13
	Greensboro Bennett Campaign Fund:			
	Cash in Banks:			
	Guilford National Bank	$ 2 550 38		
	Home Industrial Bank	5 855 09		
	Mechanics & Farmers Bank	2 597 87		
	N. C. Bank & Trust Co. (Closed)	3 630 15	14 633 49	
	Campus Improvement Fund:			
	Guilford National Bank		17 50	217 682 1
	CAPITAL FUND ASSETS:			
	College Properties:			
	Land	$200 800 00		
	Buildings	293 904 70		
	Equipment	44 041 17	$538 745 87	
	House and Lot - Winston-Salem		4 000 00	
	Due from Current Fund		486 50	543 232 3
	TOTAL CAPITAL ASSETS (Forwarded)			$924 206 0

, GREENSBORO, NORTH CAROLINA

BALANCE SHEET

June 30, 1936

EXHIBIT "A"

L I A B I L I T I E S

CAPITAL LIABILITIES:			
ENDOWMENT FUNDS:			
Fannie M. Clair Fund	$ 500 00		
General Education Board Fund	160 000 00		
Nannie A. Foulks Fund	1 004 40		
Student Aid Fund	1 004 41		
General Endowment Fund	257 72		
Faculty Club Scholarship Fund	525 00		
			$163 291 53
PROPERTY IMPROVEMENT FUND LIABILITIES:			
Mrs. Henry Pfeiffer Fund	$203 031 13		
Greensboro Bennett Campaign Fund	3 630 15		
Science Building Fund	7 000 00		
Land Purchase Fund	4 020 84		
			217 682 12
CAPITAL FUND LIABILITIES:			
Mortgage Payable - Standard Building & Loan Ass'n - Winston-Salem, N. C.	$ 486 50		
Capital Fund Surplus (Exhibit "B"):			
From Gifts, Accumulations and Current Funds	542 745 87		
			543 232 37
TOTAL CAPITAL LIABILITIES AND SURPLUS (Forwarded)			$924 206 02

EXHIBIT "A"
BALANCE SHEET

		760 24
		2 414 84
		1 692 66
		468 02

ASSETS

TOTAL CAPITAL ASSETS (Forwarded)			$924 206 02
CURRENT FUND ASSETS:			
Cash:			
On Hand - Petty Fund		$ 100 00	
On Deposit -			
Security National Bank	$ 969 24		
N. C. Bank & Trust Co. (Closed)	433 11	1 402 35	$ 1 502 35
Appropriations Receivable:			
Board of Education of M. E. Church			764 07
Gifts and Grants Receivable:			
Board of Education M. E. Church		$ 3 300 71	
Women's Home Missionary Society		1 683 87	
General Education Board		1 425 77	6 410 35
Accounts Receivable:			
Board of Education	$ 88 30		
Faculty	72 00		
Students	1 796 95		
Returned Check	1 00	$ 1 958 25	
Less: Reserve for Doubtful Accounts		1 198 01	760 24
Insurance Receivable - Tornado Damage			2 414 84
Accrued Interest on Endowments			1 692 60
Inventories:			
School Books			468 00
TOTAL CURRENT FUND ASSETS			$ 14 012 51
			$938 218 53

EXHIBIT "A" - Page 2.

L I A B I L I T I E S

TOTAL CAPITAL LIABILITIES AND SURPLUS (Forwarded)			$924 206 02
CURRENT FUND LIABILITIES:			
Accounts Payable:			
Sundry Trade Creditors	$ 9 492 52		
Student Prepaid Fees	93 82		
Due Capital Fund	486 50		$ 10 072 84
Notes Payable - For Borrowed Money:			
Security National Bank	$ 2 500 00		
Home Industrial Bank	1 124 97		3 624 97
TOTAL CURRENT FUND LIABILITIES			$ 13 697 81
RESERVE FOR TORNADO LOSS			4 877 96
CURRENT FUND DEFICIT (Exhibit "B")			X 4 563 24
TOTAL CURRENT FUND LIABILITIES AND DEFICIT			$ 14 012 53
			$938 218 55

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

ANALYSIS OF SURPLUS - ALL FUNDS

Year Ended June 30, 1936

EXHIBIT "B"

CURRENT FUND:		
BALANCE - JULY 1, 1935		$ 790 56
ADDITIONS DURING YEAR:		
Excess of Income over Expenses - Current Fund (Exhibit "C")	$ 822 08	
Telephone Refund	4 80	
Loan Repaid and not charged on Books	20 00	
Old Students' Accounts Collected not on Books	161 40	1 008 28
		$ 1 798 84
DEDUCTIONS DURING YEAR:		
Adjustment of Accounts Payable	$ 77 66	
Refund of Balance to FERA	30	
World Service Credited to Income - 1934-35 in error	186 00	
Correction of Accrued Income - 1934-35	36 09	
New Office Equipment Purchased from Current Funds - Transferred to Capital Fund	124 82	
New Library Books and Science Equipment Purchased from Current Funds - Transferred to Capital Fund	923 14	
New Dormitory Equipment Purchased from Current Funds - Transferred to Capital Fund	659 21	
Improvements made on Macon Street Property through Current Fund - Transferred to Capital Fund	2 420 89	
New Dining Hall Equipment Purchased through Current Fund - Transferred to Capital Fund	1 113 90	
Increase in Reserve for Doubtful Student Accounts Receivable	820 07	6 362 08
DEFICIT - CURRENT FUND JUNE 30, 1936 (Exh."A")		$ 4 563 24

FORWARDED

EXHIBIT "B" - Page 2

FORWARDED		
CAPITAL FUND:		
BALANCE - JULY 1, 1935		$519 550 54
ADDITIONS DURING YEAR:		
New Office Equipment Purchased through Current Funds	$ 124 82	
New Library Books and Science Equipment Purchased through Current Funds	923 14	
New Dormitory Equipment Purchased through Current Fund	659 21	
Improvements to Macon Street Property through Current Fund	2 420 89	
New Dining Hall Equipment Purchased through Current Fund	1 113 90	
New Laboratory Equipment Purchased through Funds donated by General Education Board	5 500 00	
New Library Books Purchased through Funds donated by General Education Board	2 499 26	
New Land and Buildings Purchased and Donated during year per Appraisal	9 954 11	23 195 33
SURPLUS - CAPITAL FUND JUNE 30, 1936 (Exh."A")		$542 745 87

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

INCOME & EXPENSE - CURRENT FUND - ALL DEPARTMENTS

Year Ended June 30, 1936 — EXHIBIT "C"

INCOME:			
Student Fees	(Schedule 1)	$19 637 70	
Appropriations	(Schedule 2)	25 000 00	
Gifts and Grants	(Schedule 2)	3 505 46	
Income from Endowments		5 941 78	
Book Store		2 242 66	
Dining Hall	(Exhibit "K")	26 155 47	
Dormitories & Homes	(Exhibit "F")	8 845 10	
Laundry	(Exhibit "F")	2 450 29	
Miscellaneous:			
Scholarship & Fellowships	$ 416 10		
Athletics - Gate Receipts	326 24		
Drayage	56 15		
Scrap Lumber Sales	15 00		
Other Miscellaneous	126 11	939 60	
TOTAL INCOME			$94 718 06
EXPENSES (Exhibit "D"):			
Administrative and General		$11 456 73	} 55506.59
Educational		27 647 58	
Operations and Maintenance		16 402 28	
Dormitories and Homes	(Exhibit "E")	5 951 15	
Dining Hall	(Exhibit "E")	21 358 81	
Laundry	(Exhibit "E")	933 09	
Book Store		2 045 15	
Student Activity		2 565 44	
Other Expenses		5 535 75	
TOTAL EXPENSES (Exhibit "D")			93 895 98
EXCESS OF INCOME OVER EXPENSES (Exhibit "B")			$ 822 08

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

DETAIL OF EXPENSE - CURRENT FUND

Year Ended June 30, 1936

EXHIBIT "D"

		AMOUNT	TOTAL
ADMINISTRATIVE & GENERAL:			
Salaries (Schedule 3)		$ 7 229 60	
Traveling	$ 598 02		
Less: Refund	88 30	509 72	
Communication		400 34	
Publicity, Printing & Postage		1 733 80	
Association Membership and Meetings		456 69	
Commencement		424 13	
Supplies and Expense		588 40	
Lectures		113 85	
Equipment		124 82	
		$11 581 55	
Less: Equipment Capitalized		124 82	$11 456 73
EDUCATIONAL:			
Salaries (Schedule 3)		$25 458 70	
Wages		28 40	
Supplies - Laboratory		540 26	
Supplies - Other		669 71	
Laboratory Equipment	$5 907 12		
Library Books - Cash Purchases	2 792 13		
" " - Donation "	223 15		
	$8 922 40		
Less: Donations	7 999 26	923 14	
2 Library Expense		293 96	
" Supplies		97 57	
Extension Department		407 86	
Miscellaneous Expense		151 12	
		$28 570 72	
Less: Library Books Capitalized		923 14	27 647 58
OPERATION AND MAINTENANCE:			
Wages - Supervision		$ 863 00	
Janitorial Work		1 728 95	
Care and Maintenance of Grounds		2 571 64	
Repairs - Buildings		766 19	
Repairs & Replacements - Equipment		592 34	
Fuel		3 436 66	
FORWARDED		$ 9 958 78	$39 104 31

EXHIBIT "D" - Page 2

	AMOUNT	TOTAL
FORWARDED	$ 9 958 78	$39 104 31
OPERATION AND MAINTENANCE: (Cont'd)		
Light and Power	1 895 83	
Water	751 71	
Insurance	1 710 52	
Supplies	854 28	
Trucking	1 231 16	16 402 28
DORMITORIES AND HOMES:		
Salaries (Schedule 3)	$ 2 138 00	
Wages	868 93	
2 Supplies and Expense	815 34	
Equipment and Replacements	1 059 82	
Repairs to Equipment and Buildings	1 633 36	
Laundry	94 91	
Improvements - Macon St. Property	2 420 89	
	$ 9 031 25	
Less: Capitalized	3 080 10	5 951 15
DINING HALL:		
Salaries (Schedule 3)	$ 965 00	
Wages	3 396 47	
Supplies - Food	15 776 60	
Supplies - Other	413 18	
Equipment and Replacements	1 526 89	
Repairs to Equipment	229 86	
Laundry	164 71	
	$22 472 71	
Less: Equipment Capitalized	1 113 90	21 358 81
LAUNDRY:		
Wages	$ 725 93	
Supplies	205 16	
Miscellaneous	2 00	933 09
BOOK STORE:		
Student Wages	$ 45 22	
Books for Sale	1 510 01	
Supplies for Sale	395 48	
Expense and Equipment	94 44	2 045 15
FORWARDED		$85 794 79

EXHIBIT "D" - Page 3

	AMOUNT	TOTAL
FORWARDED		$85 794 79
STUDENT ACTIVITY:		
Athletics	$ 392 63	
Health	421 37	
Dramatics, Etc.	1 539 40	
Newspaper	212 04	2 565 44
OTHER EXPENSES:		
Scholarships	$ 3 172 51	
Interest	234 55	
Financial Campaign (Not Current)	2 128 69	5 535 75
TOTAL EXPENSE (Exhibit "C")		$93 895 98

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

DETAILS OF INCOME & EXPENSE - AUXILIARY DEPARTMENTS

Year Ended June 30, 1936

EXHIBIT "E"

2	**DINING HALL:**			
	INCOME:			
	Meals Served	(Exhibit "C")	$26 155 47	
	EXPENSES:			
	Salaries	$ 965 00		
	Wages	3 396 47		
	Supplies Food	15 776 60		
	Supplies Other	413 18		
	Equipment Replacement	412 99		
	Repairs to Equipment & Bldgs.	229 86		
	Laundry	164 71		
	TOTAL EXPENSE (Exhibit "D")		21 358 81	
	GAIN			$4 796 66
	DORMITORIES AND HOMES:			
	INCOME:			
	Room and House Rent	(Exhibit "C")	$ 8 845 10	
	EXPENSES:			
	Salaries	$ 2 138 00		
	Wages	868 93		
	Supplies and Expense	815 34		
	Replacements	400 61		
	Repairs to Equipment & Bldgs.	1 633 36		
	Laundry	94 91		
	TOTAL EXPENSE (Exhibit "D")		5 951 15	
	GAIN			2 893 95
	LAUNDRY:			
	INCOME:			
	Fees	(Exhibit "C")	$ 2 450 29	
	EXPENSES:			
	Salaries & Wages	$ 725 93		
	Supplies	205 16		
	Replacements	2 00		
	TOTAL EXPENSE (Exhibit "D")		933 09	
	GAIN			1 517 20
	NET GAIN FROM AUXILIARY DEPARTMENTS			$9 207 81

BENNETT COLLEGE, GRE

COMPARATIVE STATEMENT OF I

Year Ended

E X P E N S E

	Budget	Actual	Actual Over	Actual Under
Administrative & General	$11 180 00	$11 456 73	$ 276 73	$
Educational	31 200 00	27 647 58		3 552 42
Operation and Maintenance	13 600 00	16 402 28	2 802 28	
Dormitories and Homes	7 000 00	5 951 15		1 048 85
Dining Hall	22 600 00	21 358 81		1 241 19
Laundry	1 050 00	933 09		116 91
Bookstore	1 850 00	2 045 15	195 15	
Other Non-Educational	7 050 00	8 101 19	1 051 19	
	$95 530 00	$93 895 98	$4 325 35	$5 959 37
REVENUE IN EXCESS OF EXPENSES	793 00	822 08	1 248 94	1 278 02
TOTALS	$96 323 00	$94 718 06	$3 076 41	$4 681 35

GREENSBORO, NORTH CAROLINA

F INCOME AND EXPENSE WITH BUDGET

ed June 30, 1936

EXHIBIT "F"

INCOME

	Budget	Actual	Actual Over	Actual Under
Appropriations:				
Board of Education	$12 500 00	$12 500 00	$	$
Women's Home Missionary Society	12 500 00	12 500 00		
Gifts and Grants:				
State Fund	270 00	270 00		
N. C. Conference	1 000 00	909 94		90 06
Churches & Conferences	2 000 00	216 13		1 783 87
Sundry	500 00	1 736 24	1 236 24	
Library	300 00	223 15		76 85
Phelps-Stokes Fund	150 00	150 00		
Income from Endowments	7 343 00	5 941 78		1 401 22
Student Fees	20 510 00	19 637 70		872 30
Dining Hall	24 700 00	26 155 47	1 455 47	
Dormitories & Homes	8 800 00	8 845 10	45 10	
Laundry	2 650 00	2 450 29		199 71
Bookstore	2 500 00	2 242 66		257 34
Miscellaneous:				
Scholarships	300 00	416 10	116 10	
Sundry	300 00	523 50	223 50	
TOTALS	$96 323 00	$94 718 06	$3 076 41	$4 681 35

STUDENT FEES

Year Ended June 30, 1936

SCHEDULE 1

ITEM	AMOUNT
Matriculation	$ 1 245 00
Tuition	13 641 45
Laboratory	1 148 00
Household Arts	135 50
Students' Activities	1 635 75
Medical	574 50
Music	347 00
Extension Department	528 50
Teachers' Training	230 00
Diploma Fees	134 00
Late Registration and Miscellaneous	18 00
TOTAL (Exhibit "C")	$19 637 70

APPROPRIATIONS, GIFTS AND GRANTS

Year Ended June 30, 1936

SCHEDULE 2

2	**APPROPRIATIONS:**		
	Board of Education	$12 500 00	
	Women's Home Missionary Society	12 500 00	
	TOTAL APPROPRIATIONS (Exhibit "C")		$25 000 00
	GIFTS AND GRANTS:		
	Unrestricted:		
	State Department of Education	$ 270 00	
	N. C. Conference, M. E. Church	909 94	
	Churches and Conferences	216 13	
	Sundry, Including Vesper	1 736 24	
		$ 3 132 31	
	Restricted:		
	Library	$ 223 15	
	Phelps - Stokes Fund	150 00	373 15
	TOTAL GIFTS AND GRANTS (Exhibit "C")		$ 3 505 46

SALARIES PAID

Year Ended June 30, 1936

SCHEDULE 3

NAME		AMOUNT	TOTAL
ADMINISTRATIVE:			
David D. Jones, President:			
Salary	$3 600 00		
Rent and Board	1 560 00	$ 5 160 00	
Mrs. Thee G. Taylor, Business Mgr.		1 585 00	
Sundry - Office Help		484 60	$ 7 229 60 (Exh. "D")
EDUCATIONAL:			
Brown, E. P.		$ 250 70	
Cooper, B. E.		1 130 00	
Farrison, W. E.		1 575 00	
Foster, V. P.		765 00	
Gamble, M. R.		400 00	
Hamilton, V. B.		1 450 00	
Johnson, C. H.		750 00	
Kittrell, F. P.		2 300 00	
Klugh, P. A.		1 825 00	
Luck, C. W.		522 50	
Meyers, L. I.		900 00	
Milner, E. C.		200 00	
Murry, C. W.		540 00	
Nau, W. T.		257 50	
Pancoast, J. W.		160 00	
Player, W. B.		1 800 00	
Phillips, W. A.		1 400 00	
Raiford, B. R.		1 350 00	
Scott, W. H.		1 600 00	
Simmons, V. L.		930 00	
Sharkey, Josephine		225 00	
Taylor, A. C.		1 700 00	
Thomas, C. E.		650 00	
Tobias, B. C.		750 00	
Tobias, M.		500 00	
Trent, W. J.		850 00	
Winterwood, C. W.		450 00	
Wood, F. L.		228 00	25 458 70 (Exh."D")
BOARDING DEPARTMENT:			
Langford, E. H.			965 00 (Exh."D")
FORWARDED			$33 653 30

SCHEDULE 3 - Page 2

NAME	AMOUNT	TOTAL
FORWARDED		$33 653 30
DORMITORIES:		
Jetton, L. M.	$ 900 00	
McLaurin, M. B.	1 238 00	2 138 00 (Exh."D")
TOTAL		$35 791 30

INSURANCE IN FORCE

June 30, 1936

SCHEDULE 4

	DESCRIPTION	COVERAGE
	BUILDINGS AND CONTENTS:	
2	Fire	$111 400 00
	Tornado	73 034 00
	AUTOS AND TRUCKS:	
	Buick:	
	Property Damage	5 000 00
	Personal Injury	5/10 000 00
	Chevrolet Auto:	
	Property Damage	5 000 00
	Personal Injury	5/10 000 00
	WORKMEN'S COMPENSATION	N. C. Law
	FIDELITY BONDS:	
	David D. Jones, President	2 500 00
	Mrs. Theo. C. Taylor, Bookkeeper	2 500 00

BENNETT COLLEGE

Greensboro, North Carolina

Report On

AUDIT

Year Ended

JUNE 30, 1935

OFFICERS

DAVID D. JONES
President

MRS. THEO. C. TAYLOR
Business Manager & Bookkeeper

BOARD OF TRUSTEES

WILBUR P. THIRKIELD
President

MRS. M. C. SLUTES
Secretary

MRS. W. H. C. GOODE
Vice-President

THOS. F. HOLGATE
Treasurer

DAVID D. JONES
Assistant Treasurer

TERM EXPIRES 1936

Henry W. Crane	Scranton	Pa.
Mrs. W. H. C. Goode	Sidney	Ohio
Mrs. Julius W. Cone	Greensboro	N. C.
W. C. Jackson	Greensboro	N. C.
Robert E. Jones	New Orleans	La.
Wallace E. Brown	Chattanooga	Tenn.
Mrs. M. L. Robinson	New York	N. Y.
J. A. McRae	Reidsville	N. C.

TERM EXPIRES 1937

Mrs. Florence D. Carroll	Baltimore	Md.
Merrill J. Holmes	Chicago	Ill.
Everett C. Bacon	New York	N. Y.
John H. Race	New York	N. Y.
Mrs. J. H. Freeman	Delaware	Ohio
Mrs. Maggie Simpson Mathews	Detroit	Mich.
Guy B. Phillips	Greensboro	N. C.
W. M. York	Greensboro	N. C.

TERM EXPIRES 1938

Mrs. W. Raymond Brown	East Aurora	N. Y.
Mrs. D. H. Hargis	Wilmington	Del.
Thomas F. Holgate	Chicago	Ill.
Silas A. Peeler	Asheville	N. C.
Mrs. M. C. Slutes	Cincinnati	Ohio
Wilbur P. Thirkield	New York	N. Y.
Albert G. Odell	Clifton Springs	N. Y.
Mrs. Henry W. Pfeiffer	New York	N. Y.

I N D E X

June 30, 1935

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ESTABLISHED 1908

A. M. PULLEN & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

NORTH CAROLINA BANK BUILDING

GREENSBORO, N. C.

C. S. GOLDSTON, C.P.A.
GEORGE E. PERRIN, C.P.A.

GREENSBORO, N. C.
RALEIGH, N. C.
RICHMOND, VA.

August 3, 1935.

The President and Board of Trustees,

BENNETT COLLEGE,

Greensboro, North Carolina.

Gentlemen:

We have audited the books of account and record of

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA,

for the year ended June 30, 1935, and submit herewith our report thereon, consisting of the Exhibits and Schedules listed in the foregoing Index, together with the following related Comments:

FINANCIAL POSITION

EXHIBIT "A" - Balance Sheet - sets forth the financial position of the College at June 30, 1935. The Assets and Liabilities are classified under two captions, namely, Capital Fund and Current Fund.

CAPITAL ASSETS

ENDOWMENT FUNDS

During the year under review the Endowment Funds were increased by $160,000.00, which amount was received from the General Education Board, New York City.

Endowment Funds, aggregating $163,279.72, consist of the following:

Invested through the Board of Education of the Methodist Episcopal Church	$ 3 199 72
1,441 Shares 5% Cumulative Preferred Stock of Standard Oil Export Corporation	159 951 00
Cash on Deposit - Harris Trust and Savings Bank, Chicago, Ill.	49 00
Cash on Deposit in Closed Bank - Morris Plan Bank, Greensboro, N. C.	80 00
TOTAL	$163 279 72

The investments were verified by direct communication with the custodians thereof, and the cash by correspondence with the depositories.

Interest earned during the year on the above Endowment Funds amounted to $3,740.56.

PROPERTY IMPROVEMENT FUNDS

Cash transactions were thoroughly checked. All recorded cash receipts were traced to their deposit in banks, and all disbursements were verified by the inspection of cancelled checks, properly executed and endorsed. All disbursements were approved by the Chairman of your Building Committee. The cash balances on deposit at June 30, 1935, were verified by correspondence with the depository banks.

It will be noted that $3,630.15 of these funds are on deposit in the North Carolina Bank & Trust Company, which bank is in process of liquidation.

The cost of completed construction, totalling $153,031.13, is summarized as follows:

PFEIFFER HALL:		
Building	$82 109 63	
Furnishings	5 462 23	$ 87 571 86
STEAM PLANT:		
Boiler House	$14 294 72	
Lines & Pipes	47 465 28	
Laundry Equipment	3 699 27	65 459 27
TOTAL		$153 031 13

CAPITAL FUND ASSETS

Land, Buildings and Equipment are stated at the estimated value set up five years ago, and proper additions at cost since that time. Additions to these accounts during the year amounted to $1,865.57 and are detailed as follows:

EQUIPMENT:		
Library Books & Equipment	$1 325 06	
Educational Equipment (Chairs)	420 00	
Office Equipment	120 51	
	$1 865 57	

The amount due from Current Fund was decreased $195.25 during the year by payments out of Current Funds against the outstanding mortgage held by the Standard Building and Loan Association of Winston-Salem, N. C.

CAPITAL FUND LIABILITIES

ACCOUNTS PAYABLE - PROPERTY IMPROVEMENT FUND: The account due Crutchfield-Sullivan Company, amounting to $240.27, was independently verified, and as far as we were able to determine, is the only liability of the Improvement Fund existing at June 30, 1935.

The amount of $667.25 shown as mortgage payable to Standard Building and Loan Association, Winston-Salem, N. C., is stated as shown by the College records. We have had no reply to our request for verification from the reported holder of this mortgage.

CURRENT FUND

All recorded cash receipts were traced to their deposit in banks and all disbursements were verified by the inspection of cancelled checks, properly executed and endorsed, with the exception of those outstanding at June 26, 1935. Balances in Banks were verified by direct correspondence and reconcilement of the balances reported. Petty Cash was verified by actual count.

The Current Fund Cash Book was closed as of June 26, 1935, and the bank accounts were reconciled as of that date. Our investigation revealed no subsequent cash transactions which would effect Income and Expense for the year ended June 30, 1935.

It will be noted that $433.11 of the Current Fund Cash is on deposit in a Closed Bank.

APPROPRIATIONS RECEIVABLE, amounting to $2,692.82, were verified by correspondence with the Board of Education of M. E. Church and the Woman's Home Missionary Society.

ACCOUNTS RECEIVABLE: The amount due from members of the Faculty, representing room and board, was indicated by the office records to have been paid before the conclusion of our audit. Student Accounts, totalling $2,440.79, were not verified beyond the office records. The reserve of 66-2/3%, set up to cover possible losses on these accounts, is considered adequate.

ACCRUED INCOME FROM ENDOWMENTS consists of the following items:

$134.15 - Interest earned and unpaid at June 30, 1935, on funds invested through the Board of Education. This amount was determined from information contained in their letters to us dated July 31, 1934, and July 19, 1935.

$3,602.50 - Dividend on Stock of Standard Oil Export Corporation. We inspected check for this amount which was received by the College on July 1, 1935.

INVENTORY of Text Books on hand was taken under the supervision of your Business Manager.

ACCOUNTS PAYABLE, totalling $5,618.28, were not verified beyond the office records. The amount shown as unpaid salaries represents Administrative and Maintenance Salaries for the month of June, 1935. Accounts due Trade Creditors are shown as determined from an inspection of invoices and statements on file. Students' Prepaid Fees are stated as shown by a trial balance of the Students' Ledger. The amount due Capital Fund was decreased $195.25 during the year by payment out of Current Funds against Capital Fund Liabilities.

NOTE PAYABLE, in the amount of $2,000.00, due July 7, 1935, representing borrowed money, was verified by correspondence with the Security National Bank, Greensboro, N. C.

RESULTS OF OPERATIONS

The results of operations, as set forth in EXHIBIT "C", supported by EXHIBIT "D" and sundry Schedules, reflect an excess of Income over Expenses of $1,458.83, as compared with $6,364.03 for the previous year.

EXHIBIT "E" shows the details of Income and Expense of the Auxiliary Departments for the year ended June 30, 1935, and reflects a net gain of $7,794.61, as compared with a gain of $4,051.95 for the year ended June 30, 1934.

EXHIBIT "F" is a statement of Actual Income and Expenses, compared with the Budget prepared by you at the beginning of the year.

The Budget Estimate of Income in Excess of Expense was $370.00. The Actual Income and Expense both exceeded the Budget - Income by $7,562.16, and Expense by $6,473.33.

GENERAL

INSURANCE IN FORCE is shown in Schedule 4. The coverage is shown as reported to us by the Board of Education of the M. E. Church and disclosed by our examination of the office records.

No Contingent Liabilities were reported to us and none were disclosed during the course of our audit.

CERTIFICATE

WE HEREBY CERTIFY that, in our opinion, the accompanying Balance Sheet, subject to the foregoing comments, reflects the true

financial condition of BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA, at June 30, 1935; and that the related Income and Expense Statements show the correct result of operations for the year then ended.

Respectfully submitted,

Certified Public Accountants.

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BENNETT COLLEGE, GREENS

BALANCE S

June 30,

ASSETS

CAPITAL ASSETS:				
ENDOWMENT FUNDS:				
Fannie M. Clair Fund:				
Invested		$ 420 00		
Morris Plan Bank (Bank Closed)		80 00	$ 500 00	
General Education Board Fund:				
Invested		$159 951 00		
Cash		49 00	160 000 00	
Nannie A. Foulkes Fund - Invested			998 50	
Student Aid Fund - Invested			998 50	
General Endowment Fund - Invested			248 50	
Faculty Club Scholarship Fund - Invested			525 00	
Class of 1921 Fund - Invested			9 22	$163 279 72
PROPERTY IMPROVEMENT FUND ASSETS:				
Mrs. Henry Pfeiffer Fund:				
Cash in Bank:				
Guilford Natl. Bank		$ 209 14		
Construction (Completed):				
Pfeiffer Hall & Dormitory Furnishings	$87 572 86			
New Heating Plant	65 459 27	153 031 13	$153 240 27	
Greensboro Bennett Campaign Fund:				
Cash in Banks:				
Guilford Natl. Bank		$ 2 512 50		
Home Industrial Bank		5 640 68		
Mechanics & Farmers Bank		2 537 64		
N. C. Bank & Tr. Co. (Bank Closed)		3 630 15	14 320 97	167 561 24
CAPITAL FUND ASSETS:				
College Properties:				
Land		$192 300 00		
Buildings		290 029 70		
Equipment		33 220 84	$515 550 54	
House & Lot - Winston-Salem, N. C.			4 000 00	
Due from Current Fund			667 25	520 217 79
TOTAL CAPITAL ASSETS (Forwarded)				$851 058 75

L I A B I L I T I E S

CAPITAL LIABILITIES:			
ENDOWMENT FUNDS:			
Fannie M. Clair Fund		$ 500 00	
General Education Board Fund		160 000 00	
Nannie A. Foulkes Fund		998 50	
Student Aid Fund		998 50	
General Endowment Fund		248 50	
Faculty Club Scholarship		525 00	
Class of 1921 Fund		9 22	
			$163 279 72
PROPERTY IMPROVEMENT FUND LIABILITIES:			
Account Payable - Crutchfield Sullivan Co.		$ 240 27	
Funds:			
Mrs. Henry Pfeiffer Fund	$153 000 00		
Greensboro Bennett Campaign Fund	14 320 97	167 320 97	
			167 561 24
CAPITAL FUND LIABILITIES:			
Mortgage Payable - Standard Bldg. & Loan Assn. - Winston-Salem, N. C.		$ 667 25	
CAPITAL FUND SURPLUS (Exhibit "B"):			
From Gifts, Accumulations and Current Funds		519 550 54	520 217 79
TOTAL CAPITAL LIABILITIES & SURPLUS (Forwarded)			$851 058 75

ASSETS

TOTAL CAPITAL ASSETS (Forwarded)			$851 058 75
CURRENT FUND ASSETS:			
Cash:			
On Hand - Petty Fund		$ 100 00	
On Deposit -			
Security National Bank		237 26	
N. C. Bank & Trust Co. (Bank Closed)		433 11	$ 790 37
Appropriations Receivable:			
Board of Education of M. E. Church		$1 692 82	
Woman's Home Missionary Society		1 000 00	2 692 82
Accounts Receivable:			
Faculty		$ 71 50	
Students	$2 440 79		
Less: Reserve for Doubtful A/cs	1 627 19	813 60	885 10
Accrued Income from Endowments			3 736 65
Inventories:			
School Books			303 90
TOTAL CURRENT FUND ASSETS			$ 8 408 84
			$859 467 59

LIABILITIES

TOTAL CAPITAL LIABILITIES & SURPLUS (Forwarded)		$851 058 75
CURRENT FUND LIABILITIES:		
Accounts Payable:		
Salaries	$ 561 00	
Sundry Trade Creditors	4 320 35	
Students' Prepaid Fees	69 68	
Due Capital Fund	667 25	$ 5 618 28
Note Payable - For Borrowed Money:		
Security National Bank		2 000 00
TOTAL CURRENT FUND LIABILITIES		$ 7 618 28
CURRENT FUND SURPLUS (Exhibit "B")		790 56
TOTAL CURRENT FUND LIABILITIES AND SURPLUS		$ 8 408 84
		$859 467 59

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

ANALYSIS OF SURPLUS - ALL FUNDS

Year Ended June 30, 1935

EXHIBIT "B"

CURRENT FUND:		
BALANCE - JULY 1, 1934		$1 508 13
ADDITIONS DURING YEAR:		
Excess of Income over Expenses - Current Fund (Exhibit "C")	$1 458 83	
Old Students' Accounts Collected - Not set up on books	442 07	
Refund of Administrative Salary - Year Ended June 30, 1934	150 00	2 050 90
		$3 559 03
REDUCTIONS DURING YEAR:		
New Library Books and Equipment Purchased from Current Funds - Transferred to Capital Fund	$1 325 06	
New Office Equipment Purchased from Current Funds - Transferred to Capital Fund	120 51	
New Educational Equipment Purchased from Current Funds - Transferred to Capital Fund	420 00	
Mortgage on Automobile paid from Current Funds	448 35	
Increase in Reserve for Doubtful Students Accounts Receivable	454 55	2 768 47
SURPLUS - CURRENT FUND JUNE 30, 1935 (Exhibit "A")		$ 790 56
CAPITAL FUND:		
BALANCE - JULY 1, 1934		$517 236 62
ADDITIONS DURING YEAR:		
New Library Books & Equipment Purchased through Current Funds	$1 325 06	
FORWARDED	$1 325 06	$517 236 62

FORWARDED	$1 325 06	$517 236 62
CAPITAL FUND (Continued):		
ADDITIONS DURING YEAR (Cont'd):		
New Office Equipment Purchased through Current Funds	120 51	
New Educational Equipment Purchased through Current Funds	420 00	
Mortgage on Auto paid with Current Funds	448 35	2 313 92
SURPLUS - CAPITAL FUND JUNE 30, 1935 (Exhibit "A")		$519 550 54

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

INCOME & EXPENSE - CURRENT FUND - ALL DEPARTMENTS

Year Ended June 30, 1935 EXHIBIT "C"

INCOME:			
Student Fees	(Schedule 1)	$20 074 16	
Appropriations	(Schedule 2)	23 935 00	
Miscellaneous Donations		2 739 19	
Special Donations for Library		273 66	
Income from Endowments		3 740 56	
Book Store		2 067 43	
Boarding Department	(Exhibit "E")	23 084 01	
Dormitories	(Exhibit "E")	6 347 00	
Laundry	(Exhibit "E")	1 878 35	
Library Fines		15 05	
House Rent		1 612 50	
Scholarship		287 50	
Scrap Sales		115 13	
FERA (Student Aid):			
Gross Amount Received	$2 911 20		
Less: Specially Created Work	1 712 40	1 198 80	
Drayage		68 75	
Miscellaneous		70 07	
TOTAL INCOME			$87 507 16
EXPENSES:			
Administrative & General		$ 9 290 26	
Educational		25 170 44	
Operations & Maintenance		15 227 69	
Book Store		1 753 01	
Advertising & Soliciting		2 898 32	
Boarding Department	(Exhibit "E")	17 756 67	
Dormitories	(Exhibit "E")	4 899 01	
Laundry	(Exhibit "E")	859 07	
Hospital		369 25	
Library		515 68	
Music		2 975 87	
Student Activity		1 274 02	
Other		3 258 44	
TOTAL EXPENSE (Exhibit "D")			86 048 33
EXCESS - INCOME OVER EXPENSE (Exhibit "B")			$ 1 458 83

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

DETAIL OF EXPENSE - CURRENT FUND

Year Ended June 30, 1935

EXHIBIT "D"

ITEM	AMOUNT	TOTAL
ADMINISTRATIVE & GENERAL:		
Salaries (Schedule 3)	$ 6 895 75	
Traveling	355 31	
Communication	380 27	
Publicity Printing & Postage	901 07	
Supplies & Expense	757 86	$ 9 290 26
EDUCATIONAL:		
Salaries (Schedule 3)	$22 964 43	
Household Arts & Home Making Institute	136 31	
Extension Department	543 65	
Laboratory	257 96	
Supplies	819 21	
Repairs & Replacements - Equipment	142 50	
Commencement	306 38	25 170 44
OPERATIONS & MAINTENANCE:		
Wages	$ 4 343 23	
Repairs to Building	1 627 31	
Repairs & Replacement - Equipment	526 20	
Supplies	1 306 90	
Insurance	1 401 29	
Fuel	3 307 45	
Light	1 159 58	
Water	745 15	
Auto Upkeep	810 58	15 227 69
BOOK STORE:		
School Books, Supplies & Expense		1 753 01
ADVERTISING & SOLICITING:		
Salaries (Schedule 3)	$ 612 17	
Commission	11 54	
Traveling, Broadcasting, etc.	921 09	
Postage & Printing	1 049 90	
Pfeiffer Dedication	303 62	2 898 32
BOARDING DEPARTMENT:		
Salaries (Schedule 3)	$ 420 00	
Wages	2 964 40	
Food & Supplies	13 986 90	
Repairs & Replacements - Equipment	385 37	17 756 67
FORWARDED		

EXHIBIT "D" - Page 2.

ITEM		AMOUNT	TOTAL
FORWARDED			
DORMITORIES:			
Salaries (Schedule 3)		$1 962 50	
Wages		1 362 20	
Supplies		817 01	
Repairs & Replacement - Equipment		757 30	$ 4 899 01
HOSPITAL:			
Medical Service & Supplies			369 55
LAUNDRY:			
Wages		$ 644 37	
Supplies		214 70	859 07
LIBRARY:			
Supplies		$ 192 21	
Books & Equipment	$1 448 83		
Less: Capitalized	1 325 06	123 77	315 98
MUSIC:			
Salaries (Schedule 3)		$2 865 00	
Supplies		110 87	2 975 87
STUDENT ACTIVITY:			
Athletics & Lyceum		$1 163 95	
Dramatics		51 00	
Other		59 07	1 274 02
OTHER EXPENSES:			
Scholarships		$3 088 64	
Interest Paid		117 50	
Miscellaneous		52 30	3 258 44
TOTAL - (Exhibit "C")			$86 048 33

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

DETAILS OF INCOME & EXPENSE - AUXILIARY DEPARTMENTS

Year Ended June 30, 1935

EXHIBIT "E"

BOARDING DEPARTMENT:			
INCOME:			
Meals Served (Exhibit "C")		$23 084 01	
EXPENSES:			
Salaries	$ 420 00		
Wages	2 964 40		
Food & Supplies	13 986 90		
Repairs & Replacements - Equipment	385 37		
(Exhibit "C")		17 756 67	
GAIN			$5 327 34
DORMITORIES:			
INCOME:			
Room Rent (Exhibit "C")		$ 6 347 00	
EXPENSES:			
Salaries	$ 1 962 50		
Wages	1 362 20		
Supplies	817 01		
Repairs & Replacements - Equipment	737 30		
(Exhibit "C")		4 899 01	
GAIN			1 447 99
LAUNDRY:			
INCOME:			
Fees (Exhibit "C")		$ 1 878 35	
EXPENSES:			
Wages	$ 644 37		
Supplies	214 70		
(Exhibit "C")		859 07	
GAIN			1 019 28
NET GAIN FROM AUXILIARY DEPARTMENTS			$ 7 794 61

EXHIBIT "F"
COMPARATIVE STATEMENT OF INCOME & EXPENSE WITH BUDGET

Miscellaneous	500 00	533 33	
Student Aid (NDEA)		1 198 80	
Income from Endowments		3 146 26	
Scholarships		583 50	
Home Rent 868	25 868 1 200 00	1 615 50	
Library Fees 889	89 889 5 00	15 03	
Laundry 874	20 874 1 200 00	819 33	
Dormitories 874 1	48 874 3 200 00	6 341 00	845 00
Bookstore	86 874 1 200 00	15 03	1 384 43
Operation and Maintenance Department			4 284 07
John F. Hughes Fund		1 215 00	
State Dept. of Educa-tion	17 000 00	17 150 00	150 00
Phelps-Stokes Fund		150 00	30 00
A. H. Hinchcliff		250 00	
Special Grant from Library		3 000 00	1 243 66
Miscellaneous Donations		2 139 19	3 260 81
Boarding Department		32 084 01	4 084 01
Bookstore		1 000 00	1 384 43
Dormitories 874 1	48 874 3 200 00	6 341 00	845 00
Laundry 874	20 874 1 200 00	819 33	
Library Fees 889	89 889 5 00	15 03	
Home Rent 868	25 868 1 200 00	1 615 50	
Scholarships		583 50	
Income from Endowments		3 146 26	
Student Aid (NDEA)		1 198 80	
Miscellaneous	500 00	533 33	966 67

BENNETT COLLEGE, GREENS

COMPARATIVE STATEMENT OF INC

Year Ended Jun

E X P E N S E S

	Budget	Actual	Over	Under
Administrative & General	$10 475 00	$ 9 290 26	$	$1 184 74
Educational	24 500 00	25 170 44	670 44	
Operation and Maintenance	13 050 00	15 227 69	2 177 69	
Book Store	700 00	1 753 01	1 053 01	
Boarding Department	17 100 00	17 756 67	656 67	
Dormiteries	3 500 00	4 899 01	1 399 01	
Hospital	350 00	369 55	19 55	
Laundry	1 100 00	859 07		240 93
Library	1 000 00	315 98		684 02
Music	1 900 00	2 975 87	1 075 87	
Athletic & Lyceum	1 000 00	1 274 02	274 02	
Scholarships	2 400 00	3 088 64	688 64	
Advertising & Publicity	2 000 00	2 898 32	898 32	
Other Expenses	500 00	169 80		330 20
	$79 575 00	$86 048 33	$ 8 913 22	$2 439 89
REVENUE IN EXCESS OF EXPENSES	370 00	1 458 83	5 669 64	4 580 81
TOTALS	$79 945 00	$87 507 16	$14 582 86	$7 020 70

BORO, NORTH CAROLINA

INCOME & EXPENSE WITH BUDGET

June 30, 1935 EXHIBIT "F"

INCOME

	Budget	Actual	Over	Under
Student Fees	$18 225 00	$20 074 16	$ 1 849 16	$
Appropriations:				
Board of Education	11 000 00	11 190 00	190 00	
John F. Slater Fund	1 125 00	1 125 00		
State Dept. of Education	315 00	270 00		45 00
Phelps-Stokes Fund	180 00	150 00		30 00
W. H. M. Society	11 200 00	11 200 00		
Special Gifts for Library	1 000 00	273 66		726 34
Miscellaneous Donations	8 000 00	2 739 19		5 260 81
Boarding Department	19 000 00	23 084 01	4 084 01	
Book Store	700 00	2 067 43	1 367 43	
Dormitories	5 500 00	6 347 00	847 00	
Laundry	1 000 00	1 878 35	878 35	
Library Fees		15 05	15 05	
House Rent	1 200 00	1 612 50	412 50	
Scholarships	1 000 00	287 50		712 50
Income from Endowments		3 740 56	3 740 56	
Student Aid (FERA)		1 198 80	1 198 80	
Miscellaneous	500 00	253 95		246 05
TOTALS	$79 945 00	$87 507 16	$14 582 86	$7 020 70

STUDENT FEES

Year Ended June 30, 1935

SCHEDULE 1

	ITEM	AMOUNT
	Matriculation	$ 1 300 00
	Tuition	13 269 50
1	Laboratory	925 75
	Household Arts	115 50
	Students' Activities	1 974 91
	Medical	607 50
	Music	473 00
	Extension Department	978 00
	Teachers' Training	300 00
	Diploma Fees	130 00
	TOTAL (Exhibit "C")	$20 074 16

APPROPRIATIONS

Year Ended June 30, 1935

SCHEDULE 2

	FROM	AMOUNT
1	Board of Education of M. E. Church	$11 190 00
	John F. Slater Fund	1 125 00
	State Department of Education	270 00
	Phelps Stokes Fund	150 00
	Women's Home Missionary Society	11 200 00
	TOTAL (Exhibit "C")	$23 935 00

SALARIES PAID

Year Ended June 30, 1935

SCHEDULE 3

	NAME	AMOUNT	TOTAL	
	ADMINISTRATIVE:			
	David D. Jones, President:			
	Salary $3 600 00			
	Rent and Board 1 560 00	$5 160 00		
	Mrs. Theo. C. Taylor, Business Mgr.	1 034 00		
	Caldwell, J. B.	270 00		
	Willis, Miss	332 30		
	Sundry Students	99 45	$ 6 895 75	(Exh."D")
1	**EDUCATIONAL:**			
	Bond, L. J.	$ 770 00		
	Farrison, N. E.	2 100 00		
	Hamilton, V. B.	1 550 00		
	Holmes, F. W.	980 00		
	Johnson, C. H.	1 000 00		
	Kittrell, F. P.	1 150 00		
	Klugh, P. A.	1 650 00		
	Luck, C. W.	360 00		
	Milner, E. C.	160 00		
	Player, W. B.	468 00		
	Raiford, B. M.	1 250 00		
	Simmons, V. L.	850 00		
	Scott, W. H.	1 600 00		
	Sharkey, J.	600 00		
	Smith, W. L.	1 265 00		
	Staley, F. M.	500 00		
	Taylor, A. G.	1 750 00		
	Tobias, B. C.	1 450 00		
	Trent, W. J., Jr.	1 500 00		
	Whitfield, R. B.	1 075 00		
	Withrow, V. R.	402 50		
	Miscellaneous	533 93	22 964 43	(Exh."D")
	BOARDING DEPARTMENT:			
	Holmes, F. W.		420 00	(Exh."D")
	DORMITORIES:			
	McLaurin, M. B.	$1 162 50		
	Jetton, L. M.	800 00	1 962 50	(Exh."D")
	MUSIC:			
	Jackson, M. L.	$1 650 00		
	Thomas, G. E.	1 215 00	2 865 00	(Exh."D")
	ADVERTISING AND SOLICITING:			
	Gamble, M. R.	$ 557 17		
	Jetton, L. M.	55 00	612 17	(Exh."D")
	TOTAL		$35 719 85	

INSURANCE IN FORCE

June 30, 1935

SCHEDULE 4

	DESCRIPTION	COVERAGE
	BUILDINGS AND CONTENTS:	
1	Fire	$68 057 00
	Tornado	47 034 00
	AUTOS AND TRUCKS:	
	Buick:	
	Property Damage	5 000 00
	Personal Injury	5/10 000 00
	Chevrolet Auto:	
	Property Damage	5 000 00
	Personal Injury	5/10 000 00
	Chevrolet Coach:	
	Property Damage	5 000 00
	Personal Injury	5/10 000 00
	Fire & Theft	Actual Value
	WORKMEN'S COMPENSATION	N. C. Law
	FIDELITY BONDS:	
	David D. Jones, President	2 500 00
	Mrs. Theo. C. Taylor, Bookkeeper	2 500 00

1

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

Report On

A U D I T

Year Ended

JUNE 30, 1934

OFFICERS

DAVID D. JONES
President

MRS. THEO. C. TAYLOR
Business Manager & Bookkeeper

BOARD OF TRUSTEES

WILBUR P. THIRKIELD
President

MRS. M. C. SLUTES
Secretary

W. C. JACKSON
Vice-President

I. F. PEEBLES
Acting Treasurer

TERM EXPIRES 1934

Mrs. Florence D. Carroll	Baltimore	Md.
Louis H. Catch	Cincinnati	Ohio
Everett C. Bacon	New York	N. Y.
John H. Race	New York	N. Y.
Mrs. J. H. Freeman	Delaware	Ohio
Mrs. F. C. Reynolds	Detroit	Mich.

TERM EXPIRES 1935

Mrs. W. Raymond Brown	East Aurora	N. Y.
Mrs. D. H. Hargis	Wilmington	Del.
Thomas F. Holgate	Evanston	Ill.
Silas A. Peeler	Asheville	N. C.
Mrs. M. C. Slutes	Cincinnati	Ohio
Wilbur P. Thirkield	New York	N. Y.

TERM EXPIRES 1936

Henry W. Crane	Scranton	Pa.
Mrs. W. H. C. Coode	Sidney	Ohio
Mrs. Julius W. Cone	Greensboro	N. C.
W. C. Jackson	Chapel Hill	N. C.
Robert E. Jones	New Orleans	La.
Wallace E. Brown	Chattanooga	Tenn.
Mrs. M. L. Robinson	New York	N. Y.
J. A. McRae	Reidsville	N. C.

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

I N D E X

June 30, 1934

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A. M. PULLEN & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
NORTH CAROLINA BANK BUILDING
GREENSBORO, N. C.

C. S. GOLDSTON, C.P.A.
GEORGE E. PERRIN, C.P.A.
C. A. BEAN, C.P.A.
ASST. RESIDENT MANAGER

GREENSBORO, N. C.
RALEIGH, N. C.
RICHMOND, VA.

August 4, 1934.

The President and Board of Trustees,

BENNETT COLLEGE FOR WOMEN,

Greensboro, North Carolina.

Gentlemen:

We have audited the books of account and record of

BENNETT COLLEGE FOR WOMEN, GREENSBORO, NORTH CAROLINA

for the year ended June 30, 1934, and submit herewith our report thereon, consisting of the Exhibits and Schedules listed in the foregoing Index, together with the following Comments:

FINANCIAL POSITION

The financial position of the College is set forth in EXHIBIT "A" - BALANCE SHEET. The Assets and Liabilities are classified under two captions, namely, Capital Fund and Current Fund.

CAPITAL ASSETS

ENDOWMENT FUNDS

During the year under review the Endowment Funds were increased in the amount of $534.22 by the following:

Faculty Club Scholarship Fund	$525 00
Class of 1921 Fund	9 22
	$534 22

Endowment Funds aggregate $3,279.72. Of this amount, $3,150.50 is invested through the Board of Education of the Methodist Episcopal Church, and was confirmed by direct correspondence. The balance of these funds is represented by $120.00 deposited in The Morris Plan Bank, Greensboro, N. C., which bank is closed, and by a check in the amount of $9.22, which was in transit to The Board of Education at June 30, 1934.

Interest earned during the year on the above Endowments amounted to $102.91.

PROPERTY IMPROVEMENT FUNDS

Cash transactions were thoroughly checked. All cash receipts were traced to their deposit in banks and all cash disbursements were supported by cancelled checks properly executed and endorsed, with the exception of those outstanding at June 30, 1934. The balances on deposit at June 30, 1934, were verified by correspondence with the depository banks.

It will be noted that $3,630.15 of these funds are on deposit in the North Carolina Bank & Trust Company, which bank is closed.

Payments on building under construction (Pfeifer Hall), in the amount of $10,248.83, were supported by properly approved vouchers.

CAPITAL FUND ASSETS

Land, Buildings and Equipment are stated at the estimated value set up four years ago, and proper additions at cost since that time. Additions to these assets during the year amounted to $7,505.09, and are detailed as follows:

Buildings:		
New Gymnasium		$5 029 70
Equipment:		
Automobiles	$ 724 85	
Library Books & Equipment	1 652 14	
Office Equipment	98 40	2 475 39
		$7 505 09

The amount due from Current Fund was decreased $198.75 during the year through payment out of Current Funds against the outstanding mortgage held by the Standard Building and Loan Association of Winston-Salem, N. C.

CAPITAL FUND LIABILITIES

These liabilities consist of mortgage payable to Standard Building and Loan Association in the amount of $862.50 on house and lot located in Winston-Salem, N. C., and mortgage payable to General Motors Acceptance Corporation in the amount of $446.35, representing deferred payments on a Chevrolet automobile.

CURRENT FUNDS

All recorded cash receipts were traced to their deposit in banks and disbursements were evidenced by cancelled checks, properly executed and endorsed, except such checks as were outstanding at July

21, 1934. Balances in banks were verified by direct correspondence and reconcilement of the balances reported. Petty cash was verified by actual count.

The Current Fund Cash was reconciled as of July 21, 1934, due to the fact that the Cash Book was held open until that date. This was necessary in order to enable the College to receive and deposit funds applicable to the year ended June 30, 1934, and, in turn, to pay all outstanding bills of the current year, thereby, placing them in a position to meet the requirements of The General Education Board in their future allotment of funds.

It will be noted that $536.79 of the Current Fund Cash is on deposit in a closed bank.

ACCOUNTS RECEIVABLE AND ACCOUNTS PAYABLE - STUDENTS - were not verified beyond the office records. The reserve of 66-2/3% set up to cover possible losses on Students' Accounts Receivable is considered adequate.

ACCRUED INTEREST RECEIVABLE was set up to reflect the amount due from The Board of Education on invested endowment assets up to June 30, 1934, and is in accordance with information given us in their letters of August 10, 1933, and July 31, 1934.

INVENTORY of Text Books on hand was taken under the supervision of your business manager.

RESULTS OF OPERATIONS

The results of operations, as set forth in EXHIBIT "C", supported by EXHIBIT "D" and sundry Schedules, reflects an excess of Income over Expenses of $6,364.03, as compared with $5,470.40 for the preceding year.

EXHIBIT "E" shows the details of Income and Expense of the Auxiliary Departments for the year ended June 30, 1934, and reflects a Net Gain of $4,051.95 in those departments, as compared with $5,967.99 for the year ended June 30, 1933.

EXHIBIT "F" is a statement of actual Income and Expenses compared with the Budget prepared by you at the beginning of the year.

The Budget estimate of Income in excess of Expense was $1,100.00. The actual Income exceeded the Budget by $4,219.79, and the actual Expenses were $1,044.24 less than the Budget.

GENERAL

INSURANCE IN FORCE is shown in Schedule 4. The coverage is shown as reported to us by The Board of Education of the M. E. Church and disclosed by our inspection of policies held by your business manager.

No Contingent Liabilities were reported to us and none were disclosed during the course of our audit.

CERTIFICATE

WE HEREBY CERTIFY that, in our opinion, the accompanying Balance Sheet, subject to the foregoing comments, reflects the true financial condition of BENNETT COLLEGE FOR WOMEN, GREENSBORO, NORTH CAROLINA, at June 30, 1934; and, that the related Income and Expense Statements show the correct results of operations for the year then ended.

Respectfully submitted,

A. M. Pullen & Co.

Certified Public Accountants.

11.

BENNETT COLLEGE

Greensboro,

BALANCE

June

ASSETS

CAPITAL ASSETS:			
ENDOWMENT FUNDS:			
Fannie M. Clair Fund:			
Invested	$ 380 00		
Morris Plan Bank (Bank Closed)	120 00	$ 500 00	
Nannie A. Foulkes Fund - Invested		998 50	
Student Aid Fund - Invested		998 50	
General Endowment Fund - Invested		248 50	
Faculty Club Scholarship Fund - Invested		525 00	
Class of 1921 Fund - Invested		9 22	$ 3 279 72
PROPERTY IMPROVEMENT FUNDS:			
Cash in Banks:			
Guilford National Bank	$14 721 17		
Home Industrial Bank	2 160 48		
N. C. Bank & Trust Co. (Bank Closed)	3 630 15	$ 20 541 80	
Building under Construction		10 248 83	30 790 63
CAPITAL FUND ASSETS:			
College Properties:			
Land	$192 300 00		
Buildings	290 029 70		
Equipment	31 355 27	$513 684 97	
House & Lot - Winston-Salem, N.C.		4 000 00	
Due from Current Fund		862 50	
			518 547 47
TOTAL CAPITAL ASSETS			$552 617 82
CURRENT FUND ASSETS:			
CASH:			
On Hand - Petty Fund		$ 56 24	
On Deposit:			
Security National Bank		770 58	
N. C. Bank & Trust Co. (Bank Closed)		536 79	$ 1 363 61
ACCOUNTS RECEIVABLE:			
Students		$ 2 434 02	
Less: Reserve for Doubtful Accounts		1 622 68	811 34
ACCRUED INTEREST RECEIVABLE:			
On Endowment Fund Investments			115 29
INVENTORIES:			
School Books			247 08
TOTAL CURRENT FUND ASSETS			$ 2 537 18
			$555 155 00

EXHIBIT "A"
BALANCE SHEET

FOR WOMEN

North Carolina

SHEET

30, 1934

EXHIBIT "A"

LIABILITIES

CAPITAL LIABILITIES:		
ENDOWMENT FUNDS:		
Fannie M. Clair Fund	$ 500 00	
Hannie A. Foulkes Fund	998 50	
Student Aid Fund	998 50	
General Endowment Fund	248 50	
Faculty Club Scholarship Fund	525 00	
Class of 1921 Fund	9 22	
		$ 3 279 72
PROPERTY IMPROVEMENT FUND:		
Greensboro Bennett Campaign	$ 5 790 63	
Mrs. Henry Pfeifer	25 000 00	
		30 790 63
CAPITAL FUND LIABILITIES:		
Mortgage Payable - Standard Building & Loan Assn., Winston-Salem, N. C.)	$ 862 50	
Mortgage Payable - General Motors Acceptance Corp.	448 35	
CAPITAL FUND SURPLUS (Exhibit "B"):		
From Gifts, Accumulations & Current Funds	517 236 62	518 547 47
TOTAL CAPITAL LIABILITIES & SURPLUS		$552 617 82
CURRENT FUND LIABILITIES:		
ACCOUNTS PAYABLE:		
Due Capital Fund	$ 862 50	
Students Prepaid Fees	166 55	$ 1 029 05
CURRENT FUND SURPLUS (Exhibit "B")		1 508 13
TOTAL CURRENT FUND LIABILITIES & SURPLUS		$ 2 537 18
		$555 155 00

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

ANALYSIS OF SURPLUS

Year Ended June 30, 1934

EXHIBIT "B"

CURRENT FUND:		
BALANCE - JULY 1, 1933		$ 2 711 46
ADDITIONS DURING YEAR:		
Excess of Income over Expenses Current Fund (Exhibit "C")	$6 364 03	
Old Student Accounts Collected - Not set up on books	133 48	
Transfer of Property Improvement Fund - N. C. Conference Bennett Campaign	64 11	6 561 62
		$ 9 273 08
REDUCTIONS DURING YEAR:		
Automobile Purchased with Current Funds - Transferred to Capital Fund	$ 276 50	
New Library Books and Equipment Purchased from Current Funds - Transferred to Capital Fund	1 652 14	
New Office Equipment Purchased from Current Funds - Transferred to Capital Fund	98 40	
New Gymnasium paid for with Current Funds - Transferred to Capital Fund	5 029 70	
Increase in Reserve for Doubtful Students Accounts Receivable	708 21	7 764 95
SURPLUS - CURRENT FUND JUNE 30, 1934 (Exhibit "A")		$ 1 508 13
CAPITAL FUND:		
BALANCE - JULY 1, 1933		$510 179 88
ADDITIONS DURING YEAR:		
Automobile Purchased through Current Funds	$ 276 50	
New Library Books & Equipment Purchased through Current Funds	1 652 14	
New Office Equipment Purchased through Current Funds	98 40	
New Gymnasium paid for with Current Funds	5 029 70	7 056 74
SURPLUS - CAPITAL FUND JUNE 30, 1934 (Exhibit "A")		$517 236 62

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

INCOME & EXPENSE - CURRENT FUND - ALL DEPARTMENTS

Year Ended June 30, 1934

EXHIBIT "C"

INCOME:		
Student Fees (Schedule 1)	$16 117 59	
Appropriations (Schedule 2)	29 652 63	
Miscellaneous Donations	1 819 00	
Special Donations for Library	509 37	
Interest Earned on Endowments	102 91	
Book Store	589 46	
Boarding Department (Exhibit "E")	18 635 93	
Dormitories (Exhibit "E")	5 018 50	
Laundry (Exhibit "E")	949 50	
Library Fines	5 99	
House Rent	1 307 58	
Scholarships	1 630 75	
Miscellaneous Income	80 58	
TOTAL INCOME		$75 819 79
EXPENSES:		
Administrative & General	$ 9 309 68	
Educational	20 064 40	
Operations & Maintenance	11 156 68	
Book Store	574 66	
Advertising & Soliciting	2 093 59	
Boarding Department (Exhibit "E")	15 631 80	
Dormitories (Exhibit "E")	3 275 97	
Laundry (Exhibit "E")	1 044 21	
Hospital	308 50	
Library	175 51	
Music	1 563 38	
Student Activity	1 268 96	
Other	2 968 42	
TOTAL EXPENSES (Exhibit "D")		69 455 76
EXCESS - INCOME OVER EXPENSE (Exhibit "B")		$ 6 364 03

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

DETAIL OF EXPENSE - CURRENT FUND

Year Ended June 30, 1934

EXHIBIT "D"

ITEM	AMOUNT	TOTAL
ADMINISTRATIVE AND GENERAL:		
Salaries (Schedule 3)	$ 6 941 73	
Traveling	518 75	
Communication	361 34	
Publicity, Printing and Postage	1 082 56	
Supplies	605 27	$ 9 309 68
EDUCATIONAL:		
Salaries (Schedule 3)	$18 159 94	
Teachers' Training	50 00	
Household Arts and Home Making Institute	170 35	
Extension Courses	480 76	
Laboratory	198 39	
Supplies	571 81	
Commencement Expense	293 48	
Traveling	140 71	20 064 40
OPERATIONS AND MAINTENANCE:		
Wages	$ 2 827 11	
Repairs to Buildings	2 455 78	
Repairs to Equipment	536 13	
Supplies	632 46	
Insurance	1 237 73	
Fuel, Light and Water	3 873 27	
Auto Upkeep	391 22	11 156 68
BOOK STORE:		
Wages	$ 85 00	
School Books & Supplies	489 66	574 66
ADVERTISING & SOLICITING:		
Commissions	$ 11 80	
Traveling	1 532 14	
Postage & Printing	441 95	
Supplies	80 70	2 093 59
BOARDING DEPARTMENT:		
Salaries (Schedule 3)	$ 870 00	
Wages	2 795 33	
Food & Supplies	11 422 64	
Repairs & Replacements - Equipment	533 83	15 631 80
FORWARDED		$58 830 81

EXHIBIT "D" - Page 2.

ITEM		AMOUNT	TOTAL
FORWARDED			$58 830 81
DORMITORIES:			
Salaries (Schedule 3)		$ 1 081 27	
Wages		983 83	
Supplies		386 21	
Repairs & Replacements - Equipment		824 66	3 275 97
HOSPITAL:			
Medical Service		$ 211 00	
Supplies		97 50	308 50
LAUNDRY:			
Wages		$ 859 54	
Supplies		121 12	
Repairs		63 55	1 044 21
LIBRARY:			
Supplies		$ 175 51	
New Books & Equipment	$1 652 14		
Less: Capitalized	1 652 14	-	175 51
MUSIC:			
Salaries (Schedule 3)		$ 1 563 77	
Supplies		13 61	
Repairs		6 00	1 583 38
STUDENT ACTIVITY:			
Lectures & Recitals		$ 386 02	
Traveling		133 00	
Printing		212 50	
Supplies		486 09	
Repairs & Replacements - Equipment		51 35	1 268 96
OTHER EXPENSES:			
Scholarships		$ 2 617 69	
Interest Paid		90 00	
Trustees' Traveling		92 28	
Bonuses		65 00	
Miscellaneous		103 45	2 968 42
TOTAL (Exhibit "C")			$69 455 76

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

DETAILS OF INCOME & EXPENSE - AUXILIARY DEPARTMENTS

Year Ended June 30, 1934

EXHIBIT "E"

BOARDING DEPARTMENT:			
INCOME:			
Meals Served		$18 032 93 (Exh. "C")	
EXPENSES:			
Salaries	$ 870 00		
Wages	2 705 33		
Food & Supplies	11 522 64		
Repairs & Replacements - Equipment	533 83	15 631 80 (Exh. "C")	
GAIN			$2 404 13
DORMITORIES:			
INCOME:			
Room Rent		$ 5 018 50 (Exh. "C")	
EXPENSES:			
Salaries	$ 1 081 27		
Wages	983 63		
Supplies	386 21		
Repairs & Replacements - Equipment	824 66	3 275 77 (Exh. "C")	
GAIN			1 742 53
LAUNDRY:			
INCOME:			
Fees		$ 942 50 (Exh. "C")	
EXPENSES:			
Wages	$ 852 54		
Supplies	131 12		
Repairs	63 55	1 044 21 (Exh. "C")	
LOSS			94 71
NET GAIN FROM AUXILIARY DEPARTMENTS			$4 052 95

BENNETT COLLEGE

Greensboro,

COMPARATIVE STATEMENT OF INCOME

Year Ended

EXPENSES

	Budget	Actual	Over	Under
Administrative & General	$10 195 00	$ 9 309 68	$	$ 885 32
Educational	22 150 00	20 064 40		2 085 60
Operation & Maintennce	11 450 00	11 156 68		293 32
Book Store	1 200 00	574 66		625 34
Boarding Department	12 000 00	15 631 80	3 631 80	
Dormitories	3 350 00	3 275 97		74 03
Hospital	375 00	308 50		66 50
Laundry	900 00	1 044 21	144 21	
Library	1 000 00	175 51		824 49
Music	1 700 00	1 583 38		116 62
Athletic & Lyceum	1 000 00	1 268 96	268 96	
Scholarships	2 400 00	2 617 69	217 69	
Advertising & Publicity	2 000 00	2 093 59	93 59	
Other Expenses	780 00	350 73		429 27
	$70 500 00	$69 455 76	$ 4 356 25	$5 400 49
REVENUE IN EXCESS OF EXPENSES	1 100 00	6 364 03	7 673 92	2 415 89
TOTALS	$71 600 00	$75 819 79	$12 036 17	$7 816 38

EXHIBIT "J"
COMPARATIVE STATEMENT OF INCOME & EXPENSES WITH BUDGET

BANNATT COLLEGE
Chippenbore,
COMPARATIVE STATEMENT OF INCOME
Year Ended

EXPENSES

	Budget	Actual	Over	Under
Administrative & General	£10 125 00	£ 9 209 65	£	£ 885 35
Educational	22 150 00	20 064 40		2 085 60
Operation & Maintenance	17 450 00	17 136 68		313 32
Book Store	7 200 00	574 66		625 34
Boarding Department	12 000 00	15 631 80	3 631 80	
Secretaries	3 250 00	3 173 37		76 63
Hospital	375 00	308 50		66 50
Laundry	900 00	1 014 57	114 57	
Library	1 000 00	173 51		826 49
Music	1 200 00	1 023 35		176 65
Athletic & Lyceum	1 000 00	1 168 96	168 96	
Scholarships	2 400 00	2 617 63	217 63	
Advertising & Publicity	2 000 00	2 032 39	32 39	
Other Expenses	750 00	350 13		399 87
	£70 5 00 00	£69 459 16	£ 4 336 53	£5 000 49
REVENUE IN EXCESS OF EXPENSES	1 700 00	6 364 03	1 613 32	1 948 29
TOTALS	£71 600 00	£73 823 19	£73 950 15	£7 776 81

FOR WOMEN

North Carolina

& EXPENSES WITH BUDGET

June 30, 1934

EXHIBIT "F"

INCOME

	Budget	Actual	Over	Under
Student Fees	$14 675 00	$16 117 59	$ 1 442 59	$
Appropriations:				
Board of Education	12 500 00	11 360 89		1 139 11
John F. Slater Fund	1 125 00	1 125 00		
State Department of Education	315 00	315 00		
Phelps Stokes Fund	200 00	180 00		20 00
W. H. M. Society	12 500 00	11 171 74		1 328 26
General Education Board	-	5 500 00	5 500 00	
Special Gifts for Library	1 500 00	509 37		990 63
Miscellaneous Donations	4 935 00	1 819 00		3 116 00
Boarding Department	15 000 00	18 035 93	3 035 93	
Book Store	1 200 00	589 46		610 54
Dormitories	4 100 00	5 018 50	918 50	
Laundry	800 00	949 50	149 50	
Library Fees		5 99	5 99	
House Rent	1 500 00	1 307 58		192 42
Scholarships	750 00	1 630 75	880 75	
Interest on Investments		102 91	102 91	
Miscellaneous	500 00	80 58		419 42
	$71 600 00	$75 819 79	$12 036 17	$7 816 38

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

STUDENT FEES

Year Ended June 30, 1934

SCHEDULE 1

ITEM	AMOUNT
Matriculation	$ 1 025 00
Tuition	11 253 00
Laboratory	590 50
Household Arts	105 00
Lyceum and Athletic	1 448 01
Medical	356 50
Music	256 63
Extension Department	872 95
Teachers Training	110 00
Diploma Fees	100 00
TOTAL (Exhibit "C")	$16 117 59

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

APPROPRIATIONS RECEIVED

Year Ended June 30, 1934

SCHEDULE 2.

FROM	AMOUNT	TOTAL
Board of Education of M. E. Church		$11 360 89
John F. Slater Fund		1 125 00
State Department of Education		315 00
Phelps Stokes Fund		180 00
Women's Home Missionary Society		11 171 74
General Education Board:		
For Fiscal Year Ended June 30, 1933 I 26 11 Current expenses	$2 500 00	
For Fiscal Year Ended June 30, 1934 I 26 29 "	" 3 000 00	5 500 00
TOTAL (Exhibit "C")		$29 652 63

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

SALARIES PAID

Year Ended June 30, 1934

SCHEDULE 3.

NAME		AMOUNT	TOTAL
ADMINISTRATIVE:			
David D. Jones, President:			
Salary	$3 480 00		
Rent and Board	1 560 00	$5 040 00	
Mrs. Theo. C. Taylor -			
Business Manager & Bookkeeper		1 452 36	
Galloway, Virginia		90 00	
Morgan, S. K.		108 65	
Simmons, Virginia		138 00	
Suggs, Beatrice		66 00	
Sundry Students		46 78	$ 6 941 79(Exh."D")
EDUCATIONAL:			
Artis, R. B.		$ 982 00	
Bailey, D. L.		60 00	
Bell, V. F.		1 250 00	
Bond, L. J.		1 295 01	
Caldwell, J. B.		32 00	
Clapp, M.		60 00	
Farrison, W. E.		1 908 95	
Harris, C. E.		40 00	
Herring, B. L.		60 00	
Jetton, L. M.		100 00	
Jones, B. L.		1 295 01	
Johnson, C. H.		675 00	
Jackson, K. L.		740 09	
Miller, E. C.		140 00	
Morgan, S. K.		273 74	
McKoy, C.		60 00	
Kittrell, F. P.		230 00	
Player, W. B.		1 359 01	
Reiford, B. R.		687 48	
Rosemond, C.		60 00	
Simmons, V. L.		289 00	
Smith, W. L.		1 128 47	
Staley, F. M.		2 290 00	
Taylor, A. C.		1 056 25	
Tobias, B. C.		1 320 01	
Williams, L. E.		273 40	
Willis, T. E.		162 00	
Miscellaneous		332 52	18 159 94(Exh."D")
BOARDING DEPARTMENT:			
Rogers, C. F.			870 00(Exh."D")
FORWARDED			$25 971 73

SCHEDULE 3 - Page 2.

NAME	AMOUNT	TOTAL
FORWARDED		$25 971 73
DORMITORIES:		
McLaurin, Mrs. M. B.		1 081 27(Exh."D")
MESS:		
Jackson, M. L.	$ 745 00	
Thomas, G. E.	818 77	1 563 77(Exh."D")
TOTAL		$28 616 77

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

INSURANCE IN FORCE

June 30, 1934

SCHEDULE 4

DESCRIPTION	COVERAGE
BUILDINGS AND CONTENTS:	
Fire	$68 037 00
Tornado	39 634 00
AUTOMOBILES:	
Buick:	
Property Damage	5 000 00
Liability	10/20 000 00
Chevrolet:	
Property Damage	5 000 00
Liability	5/10 000 00
Fire, Theft and Collision	503 00
WORKMEN'S COMPENSATION	N. C. Law
FIDELITY BONDS:	
David D. Jones, President	2 500 00
Mrs. Theo. C. Taylor, Bookkeeper	2 500 00

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

Report On

A U D I T

Year Ended

JUNE 30, 1933

OFFICERS

DAVID D. JONES
President

MRS. THEO. C. TAYLOR
Business Manager & Bookkeeper

BOARD OF TRUSTEES

WILBUR P. THIRKIELD — President
MRS. M. C. SLUTES — Secretary
W. C. JACKSON — Vice-President
I. F. PEEBLES — Acting Treasurer

TERM EXPIRES 1933

Henry H. Crane	Scranton	Pa.
Mrs. W. H. C. Goode	Sidney	Ohio
Mrs. Julius W. Cone	Greensboro	N. C.
W. C. Jackson	Chapel Hill	N. C.
Robert E. Jones	New Orleans	La.
Wallace E. Brown	Chattanooga	Tenn.
Mrs. M. L. Robinson	New York	N. Y.
J. A. McRae	Reidsville	N. C.

TERM EXPIRES 1934

Mrs. Florence D. Carroll	Baltimore	Md.
Louis N. Gatch	Cincinnati	Ohio
Everett C. Bacon	New York	N. Y.
John H. Race	New York	N. Y.
Mrs. Mamie P. Thomas	Clarksburg	W.Va.
Mrs. F. C. Reynolds	Baltimore	Md.

TERM EXPIRES 1935

Mrs. W. Raymond Brown	East Aurora	N. Y.
Mrs. D. H. Horgis	Wilmington	Del.
Thos. F. Holgate	Evanston	Ill.
Silas A. Peeler	Asheville	N. C.
Mrs. M. C. Slutes	Cincinnati	Ohio
Wilbur P. Thirkield	New York	N. Y.

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

I N D E X

June 30, 1933

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GREENSBORO, N.C. RALEIGH, N.C. RICHMOND, VA.

A. M. PULLEN & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
AMERICAN BANK BUILDING
GREENSBORO, N. C.

GEORGE E. PERRIN, C.P.A.
RESIDENT MANAGER

A. M. PULLEN, C.P.A.
C. S. GOLDSTON, C.P.A.

August 21, 1933.

The President and Board of Trustees,
BENNETT COLLEGE FOR WOMEN,
Greensboro, North Carolina.

Gentlemen:

We have audited the books of account and record of BENNETT COLLEGE FOR WOMEN, GREENSBORO, NORTH CAROLINA for the year ended June 30, 1933, and submit herewith our report consisting of six Exhibits and four Schedules as listed in the foregoing Index, together with the following related Comments:

FINANCIAL POSITION

The financial position of the College is set forth in EXHIBIT "A" - a Balance Sheet. The Assets and Liabilities are classified into two funds, namely, Capital Fund and Current Fund.

CAPITAL ASSETS

ENDOWMENT FUNDS - $2,745.50

These Funds consist of Endowments owned by the College. $2,245.50 is invested through the Board of Education of the Methodist Episcopal Church and $500.00 is on deposit in local banks. $300.00 of this amount is on deposit with The Morris Plan Bank and is at present in a restricted account.

These Funds were confirmed by direct communication with the banks and with the Board of Education of the Methodist Episcopal Church.

Interest earned during the year on the above Endowments amounted to $145.64, of which $96.85 remains unpaid. This amount is shown in the Balance Sheet as "Accrued Interest".

PROPERTY IMPROVEMENT FUNDS - $4,922.79

The Assets of these Funds represent collections made on pledges to the College.

Cash transactions during the year were thoroughly checked. All recorded receipts were traced into the respective depositories, and all disbursements were supported by checks properly signed and endorsed. The balances on deposit at June 30, 1933, were certified to us by the banks. It will be noted that of a total of $4,922.79 in these Funds, $4,601.80 is now held in restricted bank accounts.

CAPITAL FUND ASSETS - $511,241.13

Land, Buildings and Equipment are stated at the estimated value set up some three years ago, and proper additions, at cost since that time. Equipment was increased $2,047.33 during the current year by the purchase of a new automobile and new books for the library, both of which were purchased out of Current Funds.

The amount due from Current Fund was decreased $195.00 during the year through payment out of Current Funds against the outstanding mortgage held by the Standard Building & Loan Association of Winston-Salem, N. C., thus leaving a balance of $1,061.25.

CURRENT FUNDS

The Cash transactions were thoroughly checked. All recorded receipts were traced into the depository, and disbursements were evidenced by properly endorsed and cancelled checks, except such checks as were outstanding at June 30, 1933. Balances on deposit in the North Carolina Bank & Trust Company were certified to us by the bank and reconciled with the balance as shown by the books. Petty Cash was verified by actual count.

The Current Fund Cash was reconciled as of July 31, 1933, due to the fact that the Cash Book was held open until that date in order to enable the College to receive and deposit funds applicable to the year ended June 30, 1933, and to also pay all outstanding bills of the current year. It will be noted that $579.87 of the Current Fund Cash is held in a restricted bank account.

ACCOUNTS RECEIVABLE and ACCOUNTS PAYABLE - STUDENTS were not verified beyond the office records. $790.35 of last year's Students' Accounts were unpaid at June 30, 1933, and were charged off as per instructions of Mr. D. D. Jones, President. A Reserve of $2,215.08 was set up against the Students' Accounts Receivable for the present year, representing 66-2/3% of the total. It was thought that this amount would cover the uncollectible portion.

ACCRUED INTEREST RECEIVABLE was set up to reflect the amount due from the Board of Education on Invested Endowment Assets to June 30, 1933. This was certified to us by letter of August 10, 1933.

INVENTORY of Text Books was taken and certified to us by your Business Manager.

RESULTS OF OPERATION

The results of operations, as set forth in EXHIBIT "C" supported by EXHIBIT "D", reflect an excess of Income over Expenses of $5,470.40 as compared with $8,011.52 for the preceding year.

EXHIBIT "E" shows the Details of Income and Expenses of Auxiliary Departments for the year ended June 30, 1933, and reflects a Net Gain of $5,967.99 in those departments, as compared with $2,738.08 for the preceding year.

EXHIBIT "F" is a statement of actual Income and Expenses compared with the Budget prepared by you at the beginning of the year.

The Budget estimate of Income in excess of Expenses was $1,440.00. The actual Income exceeded the Budget by $972.26, and the actual Expenses were $3,058.14 less than the Budget.

GENERAL

Insurance in Force is shown in Schedule 4. The coverage shown for Building and Contents is in accordance with the information furnished by The Board of Education of the M. E. Church, who hold the policies. The remainder of the policies were inspected by us.

No Contingent Liabilities were reported to us and none were disclosed during the course of our examination.

CERTIFICATE

WE HEREBY CERTIFY that, in our opinion, the accompanying Balance Sheet, subject to the foregoing Comments, reflects the true financial position of BENNETT COLLEGE FOR WOMEN, GREENSBORO, NORTH CAROLINA, at June 30, 1933; and, that the related Income and Expense Statements show the correct results of operations for the year then ended.

Respectfully submitted,

Mullen & Co.

Certified Public Accountants.

BENNETT COLLEGE

Greensboro,

BALANCE

June

ASSETS

CAPITAL ASSETS:			
ENDOWMENT FUNDS:			
Fannie M. Clair Fund:			
Home Industrial Bank	$200 00		
Morris Plan Bank (Restricted)	300 00	$ 500 00	
Nannie A. Foulkes Fund - Invested		998 50	
Student Aid Fund - Invested		998 50	
General Endowment Fund - Invested		248 50	$ 2 745 50
PROPERTY IMPROVEMENT FUNDS:			
N.C.Bk. & Tr.Co.,Svgs.-Restricted	$4 537 69		
" " " " Unrestricted	163 83		
Home Industrial Bank - Savings	157 16	$ 4 858 68	
N.C.Bk. & Tr.Co., Checking - Restricted		64 11	4 922 79
CAPITAL FUND ASSETS:			
Land		$192 300 00	
Buildings		289 000 00	
Equipment		28 879 88	
Due from Current Fund		1 061 25	511 241 13
TOTAL CAPITAL ASSETS			$518 909 42
CURRENT FUND ASSETS:			
CASH:			
On Hand - Petty Fund		$ 100 00	
On Deposit -			
N. C. Bk. & Tr. Co. - Checking		1 855 66	
N. C. Bk. & Tr. Co. - Restricted		579 87	2 535 53
ACCOUNTS RECEIVABLE:			
Students		$ 3 322 62	
Less: Reserve for Uncollectible		2 215 08	1 107 54
ACCRUED INTEREST RECEIVABLE:			
On Endowment Fund Investments			96 85
INVENTORIES:			
School Books			248 24
TOTAL CURRENT FUND ASSETS			$ 3 988 16
			$522 897 58

FOR WOMEN

North Carolina

SHEET

30, 1933

EXHIBIT "A"

LIABILITIES

CAPITAL LIABILITIES:		
ENDOWMENT FUNDS:		
Fannie M. Clair Fund	$ 500 00	
Mamie A. Foulkes Fund	998 50	
Student Aid Fund	998 50	
General Endowment Fund	248 50	$ 2 745 50
PROPERTY IMPROVEMENT FUND:		
Greensboro Bennett Campaign	$ 4 858 68	
N. C. Conference Bennett Campaign	64 11	4 922 79
CAPITAL FUND LIABILITIES:		
Mortgage Payable - Standard Building & Loan Assn., Winston-Salem, N. C.	$ 1 061 25	
CAPITAL FUND SURPLUS (Exhibit "B"):		
From Gifts, Accumulations & Current Funds	510 179 88	511 241 13
TOTAL CAPITAL LIABILITIES & SURPLUS		$518 909 42
CURRENT FUND LIABILITIES:		
ACCOUNTS PAYABLE:		
Due Capital Fund	$ 1 061 25	
Students Prepaid Fees	215 45	1 276 70
CURRENT FUND SURPLUS (Exhibit "B")		2 711 46
TOTAL CURRENT FUND LIABILITIES & SURPLUS		$ 3 988 16
		$522 897 58

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

ANALYSIS OF SURPLUS

Year Ended June 30, 1933

EXHIBIT "B"

CURRENT FUND:		
BALANCE - JULY 1, 1932		$ 1 354 14
ADDITIONS DURING YEAR:		
Excess of Income over Expenses Current Fund (Exhibit "C")	$5 470 40	
Old Student Fees Collected - Not set up on Books	29 00	5 499 40
		$ 6 853 54
REDUCTIONS DURING YEAR:		
Automobile Purchased with Current Funds - Transferred to Capital Fund	$1 296 73	
New Books for Library, Purchased with Current Funds - Transferred to Capital Fund	750 60	
Increase in Reserve for Doubtful Students Accounts Receivable	2 094 75	4 142 08
SURPLUS - CURRENT FUND JUNE 30, 1933 (Exhibit "A")		$ 2 711 46
CAPITAL FUND:		
BALANCE - JULY 1, 1932		$508 132 55
ADDITIONS DURING YEAR:		
Automobile Purchased through Current Funds	$1 296 73	
New Books for Library, Purchased through Current Funds	750 60	2 047 33
SURPLUS - CAPITAL FUND JUNE 30, 1933 (Exhibit "A")		$510 179 88

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

INCOME & EXPENSE - CURRENT FUND - ALL DEPARTMENTS

Year Ended June 30, 1933

EXHIBIT "C"

INCOME:			
Student Fees (Schedule 1)		$16 722 39	
Appropriations (Schedule 2)		27 286 80	
Miscellaneous Donations		2 562 40	
Interest Earned on Endowments		145 64	
Boarding Department (Exhibit "E")		16 404 84	
Book Store		1 352 04	
Cafeteria (Exhibit "E")		16 00	
Dormitories (Exhibit "E")		4 468 00	
Laundry Fees (Exhibit "E")		772 00	
Library Fees (Fines)		7 30	
House Rent		1 603 67	
Scholarships		1 108 00	
Other Income:			
Transcripts	$ 4 00		
Quartet	575 39		
Miscellaneous	133 79	713 18	
TOTAL INCOME			$73 162 26
EXPENSES:			
Administrative & General		$10 157 39	
Educational		21 002 33	
Operation & Maintenance		11 832 59	
Book Store		1 190 88	
Advertising & Soliciting		1 448 57	
Boarding Department (Exhibit "E")		11 963 98	
Cafeteria (Exhibit "E")		44 64	
Dormitories (Exhibit "E")		3 043 64	
Hospital		276 45	
Laundry (Exhibit "E")		640 59	
Library		354 43	
Music		1 735 51	
Student Activity		1 009 17	
Other		2 991 69	
TOTAL EXPENSES (Exhibit "D")			67 691 86
EXCESS - INCOME OVER EXPENDITURES (Exhibit "B")			$ 5 470 40

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

DETAIL OF EXPENSE - CURRENT FUND

Year Ended June 30, 1933

EXHIBIT "D"

ADMINISTRATIVE & GENERAL:		
Salaries (Schedule 3)	$ 7 688 82	
Auditing	167 50	
Traveling	382 17	
Communication	308 34	
Publicity, Printing & Postage	1 043 10	
Supplies	554 96	
Insurance	12 50	$10 157 39
EDUCATIONAL:		
Salaries (Schedule 3)	$18 417 00	
Wages	470 70	
Household Arts & Home Making Institute	352 83	
Extension Courses	609 14	
Traveling	60 15	
Supplies	897 77	
Commencement Expense	194 74	21 002 33
OPERATION & MAINTENANCE:		
Wages	$ 2 567 20	
Repairs to Buildings	2 473 37	
Supplies	578 78	
Repairs to Equipment	666 68	
Insurance	1 302 11	
Fuel, Light & Water	3 847 22	
Automobile Upkeep	397 23	11 832 59
BOOK STORE:		
Wages	$ 82 00	
School Books & Supplies	1 108 88	1 190 88
ADVERTISING & SOLICITING:		
Salaries (Schedule 3)	$ 406 70	
Traveling	804 87	
Supplies	146 13	
Printing	90 87	1 448 57
BOARDING DEPARTMENT:		
Salaries (Schedule 3)	$ 900 00	
Wages	2 382 18	
Food & Supplies	8 214 49	
Repairs & Replacements - Equipment	467 31	11 963 98
FORWARDED		$57 595 74

FORWARDED			$57 595 74
CAFETERIA:			
Wages		$ 12 00	
Food & Supplies		32 64	44 64
DORMITORIES:			
Salaries (Schedule 3)		$1 162 50	
Wages		898 25	
Supplies		248 27	
Repairs & Replacements - Equipment		734 62	3 043 64
HOSPITAL:			
Medical Service		$ 201 50	
Supplies		74 95	276 45
LAUNDRY:			
Wages		$ 467 35	
Repairs		70 02	
Supplies		103 02	640 59
LIBRARY:			
Supplies		$ 354 43	
New Books	$750 60		
Less: Capitalized	750 60	-	354 43
MUSIC:			
Salaries (Schedule 3)		$1 691 50	
Supplies		44 01	1 735 51
STUDENT ACTIVITY:			
Lectures & Recitals		$ 134 69	
Traveling		155 48	
Supplies		640 04	
Repairs & Replacements - Equipment		78 96	1 009 17
OTHER EXPENSES:			
Scholarships		$2 388 80	
Interest Paid		132 75	
Paving Assessments		324 94	
Miscellaneous		145 20	2 991 69
TOTAL EXPENSES (Exhibit "C")			$67 691 86

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

DETAILS OF INCOME AND EXPENSE- AUXILIARY DEPARTMENTS

Year Ended June 30, 1933

EXHIBIT "E"

BOARDING DEPARTMENT:			
INCOME:			
Meals Served		$16 404 84 (Exh. "C")	
EXPENSES:			
Salaries	$ 900 00		
Wages	2 382 18		
Food and Supplies	8 214 49		
Repairs and Replacements - Equipment	467 31	11 963 98 (Exh. "C")	
GAIN			$4 440 86
DORMITORIES:			
INCOME:			
Room Rent		$ 4 468 00 (Exh. "C")	
EXPENSES:			
Salaries	$1 162 50		
Wages	898 25		
Supplies	248 27		
Repairs and Replacements - Equipment	734 62	3 043 64 (Exh. "C")	
GAIN			1 424 36
LAUNDRY:			
INCOME:			
Fees		$ 772 00 (Exh. "C")	
EXPENSES:			
Wages	$ 467 55		
Repairs	70 02		
Supplies	103 02	640 59 (Exh. "C")	
GAIN			131 41
CAFETERIA:			
INCOME:			
Meals Served		$ 16 00 (Exh. "C")	
EXPENSES:			
Wages	$ 12 00		
Food Supplies	32 64	44 64 (Exh. "C")	
LOSS			28 64
NET GAIN FROM AUXILIARY DEPARTMENTS			$5 967 99

BENNETT COLLEGE

Greensboro,

COMPARATIVE STATEMENT OF ACTUAL

Year Ended

EXPENSES

	Budget	Actual	Over	Under
Administrative & General	$10 770 00	$10 157 39	$	$ 612 61
Educational	22 650 00	21 002 33		1 647 67
Operation & Maintenance	11 950 00	11 832 59		117 41
Book Store	1 200 00	1 190 88		9 12
Boarding Department	11 785 00	11 963 98	178 98	
Cafeteria	220 00	44 64		175 36
Dormitories	2 875 00	3 043 64	168 64	
Hospital	375 00	276 45		98 55
Laundry	1 200 00	640 59		559 41
Library	1 000 00	354 43		645 57
Music	2 000 00	1 735 51		264 49
Athletics & Lyceum	1 225 00	1 009 17		215 83
Scholarships	1 500 00	2 388 80	888 80	
Advertising & Publicity	1 300 00	1 448 57	148 57	
Other Expenses	700 00	602 89		97 11
	$70 750 00	$67 691 86	$1 384 99	$4 443 13
REVENUE IN EXCESS OF EXPENSES	1 440 00	5 470 40	4 280 07	249 67
TOTALS	$72 190 00	$73 162 26	$5 665 06	$4 692 80

FOR WOMEN

North Carolina

INCOME & EXPENSES WITH BUDGET

June 30, 1933

EXHIBIT "F"

INCOME

	Budget	Actual	Over	Under
Student Fees	$14 060 00	$16 722 39	$2 662 39	$
Appropriations:				
Board of Education	12 500 00	11 896 80		603 20
John F. Slater Fund	1 125 00	1 125 00		
State Dept. of Education	315 00	315 00		
Phelps Stokes Fund	200 00	200 00		
W. H. M. Society	11 250 00	11 250 00		
General Education Board	5 000 00	2 500 00		2 500 00
Miscellaneous Donations	3 920 00	2 562 40		1 357 60
Interest on Investments		145 64	145 64	
Boarding Department	15 000 00	16 404 84	1 404 84	
Book Store	1 200 00	1 352 04	152 04	
Cafeteria	220 00	16 00		204 00
Dormitories	4 100 00	4 468 00	368 00	
Laundry	800 00	772 00		28 00
Library Fees		7 30	7 30	
House Rent	1 050 00	1 603 67	553 67	
Scholarships	750 00	1 108 00	358 00	
Miscellaneous	700 00	713 18	13 18	
	$72 190 00	$73 162 26	$5 665 06	$4 692 80

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

STUDENT FEES

Year Ended June 30, 1933

SCHEDULE 1.

Tuition and Matriculation	$12 146 75
Educational	2 176 35
Hospital	401 50
Music	451 00
Student Activity	1 546 79
TOTAL (Exhibit "C")	$16 722 39

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

APPROPRIATIONS RECEIVED

Year Ended June 30, 1933

SCHEDULE 2.

FROM	AMOUNT
Board of Education	$11 896 80
John F. Slater Fund	1 125 00
State Department of Education	315 00
Phelps Stokes Fund	200 00
W. H. M. Society	11 250 00
General Education Board	2 500 00
TOTAL (Exhibit "C")	$27 286 80

27,286.80
2500
29.786.80

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

SALARIES PAID

Year Ended June 30, 1933

SCHEDULE 3.

ADMINISTRATIVE:			
David D. Jones, President:			
Salary	$3 600 00		
Rent and Board	1 560 00	$5 160 00	
Mrs. Theo. C. Taylor - Business Manager & Bookkeeper		1 525 00	
S. K. Morgan		770 62	
V. B. Miller		35 50	
J. B. Caldwell		72 00	
Students		125 70	$ 7 688 82 (Exh."D")
EDUCATIONAL:			
Artis, Ruth		$ 976 50	
Bell, Velma F.		504 00	
Bond, Lucy		1 302 00	
Bullock, Dorothy		50 00	
Clapp, Marie		60 00	
Carlson, Mildred		60 00	
Caldwell, J. B.		75 00	
Farrison, W. E.		1 953 00	
Holmes, Wilhelmina		60 00	
Jackson, Kelly Lee		590 00	
Jones, Pauline		40 00	
Jones, Susie W.		600 00	
Johnson, Grace H.		500 00	
Kittrell, F. P.		1 674 00	
Milner, E. C.		450 00	
Player, W. B.		1 488 00	
Pickens, H. I.		167 50	
Simmons, Virginia		147 00	
Staley, F. M.		745 00	
Streator, O. D.		1 302 00	
Streator, G. W.		1 581 00	
Taylor, A. G.		1 488 00	
Tobias, B. C.		1 302 00	
Watson, F. S.		1 302 00	18 417 00 (Exh."D")
BOARDING DEPARTMENT:			
Staley, Mrs. S. R.			900 00 (Exh."D")
DORMITORY:			
McLaurin, Mrs. M. B.			1 162 50 (Exh."D")
FORWARDED			$28 168 32

SCHEDULE 3 - Page 2.

FORWARDED		$28 168 32	
MUSIC:			
Jackson, Mary L.		1 691 50	(Exh."D")
ADVERTISING:			
Jackson, K. L.	$ 214 20		
Martin, L. H.	37 50		
Armitage, Clyde M.	155 00	406 70	(Exh."D")
TOTAL		$30 266 52	

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

INSURANCE IN FORCE

June 30, 1933

SCHEDULE 4.

BUILDING AND CONTENTS:	
Fire	$ 64 057 00
Tornado	38 434 00
AUTOMOBILES:	
Property Damage	5 000 00
Public Liability	5/10 000 00
WORKMEN'S COMPENSATION	N. C. Law
FIDELITY BONDS:	
David D. Jones, President	2 500 00
Mrs. Theo. C. Taylor, Bookkeeper	2 500 00

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

Report On

A U D I T

Year Ended

JUNE 30, 1932.

OFFICERS

DAVID D. JONES
President

MRS. THEO. C. TAYLOR
Business Manager & Bookkeeper

BOARD OF TRUSTEES

WILBUR P. THIRKIELD
President

MRS. M. C. SLUTES
Secretary

H. LESTER SMITH
Vice-President

***CHARLES H. IRELAND**
Treasurer

TERM EXPIRES 1933

Henry H. Crane	Scranton	Pa.
Mrs. W. H. C. Goode	Sidney	Ohio
Mrs. Julius W. Cone	Greensboro	N. C.
W. C. Jackson	Greensboro	N. C.
Robert E. Jones	New Orleans	La.
H. Lester Smith	Chattanooga	Tenn.
Mrs. M. L. Robinson	New York	N. Y.
William B. Windsor	Greensboro	N. C.

TERM EXPIRES 1934

Mrs. Florence D. Carroll	Washington	D. C.
Lewis N. Gatch	Cincinnati	Ohio
C. Everett Bacon	New York	N. Y.
John H. Race	New York	N. Y.
Mrs. Mamie P. Thomas	Washington	D. C.
Mrs. F. C. Reynolds	Baltimore	Md.
Albert G. Odell	Clifton Springs	N. Y.

TERM EXPIRES 1935

Mrs. W. Raymond Brown	East Aurora	N. Y.
Mrs. D. H. Hargis	Wilmington	Del.
Thomas F. Holgate	Evanston	Ill.
Silas A. Peeler	Asheville	N. C.
Mrs. M. C. Slutes	Cincinnati	Ohio
Wilbur P. Thirkield	New York	N. Y.

*Deceased - Ira Peebles, Acting Treasurer.

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

I N D E X

June 30, 1932

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GREENSBORO, N.C. RALEIGH, N.C. RICHMOND, VA.

A. M. PULLEN & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
AMERICAN BANK BUILDING
GREENSBORO, N. C.

GEORGE E. PERRIN, C.P.A.
RESIDENT MANAGER

A.M. PULLEN, C.P.A.
C.S. GOLDSTON, C.P.A.

August 23, 1932.

The President and Board of Trustees,

BENNETT COLLEGE FOR WOMEN,

Greensboro, North Carolina.

Gentlemen:

We have audited the books of account and record of

BENNETT COLLEGE FOR WOMEN, GREENSBORO, NORTH CAROLINA

for the year ended June 30, 1932, and submit herewith our report, consisting of the statements listed in the foregoing Index, together with the following related Comments:

CAPITAL ASSETS

ENDOWMENT FUNDS

During the year under review the Endowment Funds were increased $2,245.50, and are reflected in the Endowment Assets as follows:

Nannie A. Foulkes Fund	$ 998 50
Student Aid Fund	998 50
General Endowment Fund	248 50
TOTAL	$2 245 50

The above Funds were owned by the College prior to June 30, 1931, but had not been set up in the books of account. This information was furnished by The Board of Education of the Methodist Episcopal Church, who, in their letter to us of August 12, 1932, stated that these funds were being held by them in a pool (consisting of the funds belonging to a number of its schools, as well as its own invested funds). We, therefore, were unable to show the detail of these Endowment Fund Assets.

The Board of Education advised us that the rate of earnings on the above Funds for the year ended June 30, 1932, was 4.764%.

CASH: Fannie M. Clair Fund - deposited in a Saving Account at N. C. Industrial Bank was confirmed by a certificate from the depository.

INTEREST RECEIVED - Invested Endowments (Exhibit "C") for the year ended June 30, 1932, was as follows:

Fannie M. Clair Fund	$ 32 03
Nannie A. Foulkes Fund	47 55
Student Aid Fund	47 55
General Endowment Fund	11 82
TOTAL	$ 138 95

The rate of income for the year on Endowment Funds was 5.061%.

PROPERTY IMPROVEMENT FUNDS

CASH transactions during the year under review were checked in detail. All recorded receipts were traced to their deposit in banks, and all disbursements were supported by cancelled checks on hand. The balances on deposit at June 30, 1932, were verified by certificates obtained from the depositories.

The General Education Board has pledged $250,000.00 to the College for the purpose of improving the College property, upon the condition that a like amount is raised by the College by March 1, 1934.

The assets of the Property Improvement Funds at June 30, 1932, represent the collections made on the pledges to the College, less the amounts expended to cover campaign expenses. The actual pledges are not set up in the books of account since the major part of the campaign is being handled by the Board of Education of the M. E. Church, and the amounts pledged are being set aside in one pool for the benefit of several institutions. The pro-rata share to be received by Bennett College For Women has not been determined.

CAPITAL FUNDS

LAND, BUILDINGS AND EQUIPMENT are stated at the estimated value set up two years ago and proper additions, at cost, since that time.

DUE FROM CURRENT FUND represents the original $1,500.00 mortgage on the Winston-Salem property, less curtailments of $243.75, the proceeds of which were used in the Current Fund and the liability for which is reflected in the Capital Fund.

CURRENT FUNDS

CASH was audited in detail as to receipts and disbursements and the bank balances were reconciled with certificates obtained from the depositories. Petty Cash was verified by count.

The Current Fund Cash Account was reconciled as of July 21, 1932, due to the fact that the Cash Book was held open until that date. This was necessary in order to enable the College to receive and deposit funds applicable to the year ended June 30, 1932, and in turn to pay all outstanding bills of the current year, thereby placing them in a position to meet the requirements of The General Education Board in their future allotment of funds.

ACCOUNTS RECEIVABLE and ACCOUNTS PAYABLE - STUDENTS - were not verified beyond the office records. The Reserve of 50% set up to cover possible losses on Students' Accounts Receivable is considered adequate.

ACCOUNTS RECEIVABLE - APPROPRIATIONS - represents the balance due from The Board of Education of the M. E. Church on their allotment and was paid August 10, 1932.

ACCRUED INTEREST RECEIVABLE was set up to reflect the amount due from The Board of Education on invested Endowment Assets up to June 30, 1932, and is in accordance with the information given us in their letter dated August 12, 1932.

INVENTORY of Text Books on hand was taken under the supervision of your Business Manager.

RESULTS OF OPERATIONS

The results of operations, as set forth in EXHIBIT "C" (and supported by EXHIBIT "D"), reflect an Excess of Income over Expenses of $8,011.52, as compared with $493.07 for the preceding year.

EXHIBIT "E" shows the Income and Expenses - Auxiliary Departments - for the year ended June 30, 1932, and reflects a Net Gain of $2,738.08, as compared to a Net Gain of $5,438.77 for the preceding year.

GENERAL

EXHIBIT "F" is a statement comparing actual Income and Expenses with the Budget prepared by you at the beginning of the year. The net results indicate that you exceeded your expectations by $3,685.52, that is, your budget called for Income in Excess of Expenses of $4,326.00, but that the actual Income exceeded the Expenses by $8,011.52. However, your actual Income fell short of the estimated amount by $8,478.97, and to offset this, you expended $12,164.49 less than the amount of the budget.

EXHIBIT "F" is presented in condensed form and does not show the details of each department, as set forth in your budget. We were unable to make these detailed comparisons, due to the fact that a new accounting system was installed during the year, and the account classifications differ from those used in the past. We suggest that this new classification of accounts be followed in preparing your budget for the ensuing year.

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INSURANCE IN FORCE is shown in Schedule 4. The coverage shown for Buildings and Contents is in accordance with the information furnished by the Board of Education of the M. E. Church, the holders of the policies. The remainder of the policies were inspected by us.

No CONTINGENT LIABILITIES were reported to us and none 2 were disclosed during the course of our examination.

The new accounting system which was installed recently by the General Education Board is being kept in a very satisfactory manner.

CERTIFICATE

WE HEREBY CERTIFY that, in our opinion, the accompanying Balance Sheet, subject to the foregoing Comments, reflects the true financial condition of BENNETT COLLEGE FOR WOMEN, GREENSBORO, NORTH CAROLINA, at June 30, 1932, and that the related Income and Expense Statements show the correct results of operations for the year then ended.

Respectfully submitted,

Certified Public Accountants.

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BENNETT COLLEGE

Greensboro,

BALANCE

June

ASSETS

CAPITAL ASSETS:			
ENDOWMENT FUND ASSETS:			
Fannie M. Clair Fund:			
Cash - N. C. Industrial Bank	$ 500 00		
Nannie A. Foulkes Fund	998 50		
Student Aid Fund	998 50		
General Endowment Fund	248 50	$ 2 745 50	
PROPERTY IMPROVEMENT FUNDS:			
Cash on Deposit:			
N. C. Bank & Trust Co. - Savings	$ 3 179 06		
N. C. Bank & Trust Co. - Checking	197 17	3 376 23	
CAPITAL FUNDS:			
Land	$192 300 00		
Buildings	289 000 00		
Equipment	26 832 55		
Due from Current Fund	1 256 25	509 388 80	
Total Capital Assets		$515 510 53	
CURRENT FUND ASSETS:			
CASH:			
On Hand - Petty Fund	$ 100 00		
On Deposit -N.C.Industrial Bk.	32 03		
On Deposit -N.C.Bank & Trust Co.	903 48	$ 1 035 51	
ACCOUNTS RECEIVABLE:			
Students - Current Year	$1 821 37		
Less: Reserve of 50%	910 68		
	$ 910 69		
Appropriations (Balance Due)	20 00	930 69	
ACCRUED INTEREST RECEIVABLE:			
On Endowment Funds Invested		538 91	
INVENTORY - BOOKS		195 08	2 700 19
			$518 210 72

FOR WOMEN

North Carolina

SHEET

30, 1932

EXHIBIT "A"

LIABILITIES

CAPITAL LIABILITIES:		
ENDOWMENT FUNDS:		
Fannie M. Clair Fund	$ 500 00	
Nannie A. Foulkes Fund	998 50	
Student Aid Fund	998 50	
General Endowment Fund	248 50	$ 2 745 50
PROPERTY IMPROVEMENT FUNDS:		
Greensboro Bennett Campaign	$ 3 179 06	
N. C. Conference Bennett Campaign	197 17	3 376 23
CAPITAL FUND LIABILITIES:		
Mortgage Payable - Standard Building & Loan Ass'n, Winston-Salem, N. C.	$ 1 256 25	
CAPITAL FUND SURPLUS:		
From Gifts, Accumulations, and Current Funds	508 132 55	509 388 80
Total Capital Liabilities and Surplus		$515 510 53
CURRENT FUND LIABILITIES:		
ACCOUNTS PAYABLE:		
Due Capital Fund	$1 256 25	
Due Students (Prepaid Tuition)	89 80	$ 1 346 05
CURRENT FUND SURPLUS (Exhibit "B")	1 354 14	2 700 19
		$518 210 72

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

SURPLUS- CURRENT FUND

June 30, 1932

EXHIBIT "B"

	DEFICIT - JULY 1, 1931		$6 032 76
	ADDITIONS DURING YEAR:		
2	Excess Income over Expenses - Current Fund (Exhibit "C")	$8 011 52	
	To Set Up Petty Cash Fund 6-30-31	50 00	
	To Set Up Accrued Interest Receivable at June 30, 1931 (On Endowment Fund Assets Invested)	431 99	
	To Correct July 1, 1931, Item Credited to Restricted Donations in Error	1 00	8 494 51
			$2 461 75
	REDUCTIONS DURING YEAR:		
	Current Funds Expended to Increase Capital Accounts	$ 181 15	
	To Set Up 50% Reserve for Possible Loss on Students' Accounts Receivable - Current Year	910 68	
	To Adjust Accounts Payable Items as of June 30, 1932	15 78	1 107 61
	CURRENT FUND SURPLUS - JUNE 30, 1932 (Exhibit "A")		$1 354 14

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

CURRENT FUND - INCOME AND EXPENSES

Year Ended June 30, 1932

EXHIBIT "C"

INCOME:			
Student Fees (Schedule 1)		$14 231 44	
Appropriations (Schedule 2)		42 275 00	
Miscellaneous Donations		2 600 42	
Interest Earned - Endowments		138 95	
Boarding Department		15 767 79	
Book Store		1 139 97	
Cafeteria		259 88	
Dormitories - Room Rent		3 275 00	
Laundry Fees		813 50	
Library Fees (Fines)		2 07	
House Rent		2 087 70	
Other Income:			
Scholarships	$425 66		
Transcripts	11 00		
Quartet	239 00		
Miscellaneous	41 65	717 31	
TOTAL INCOME			$83 309 03
EXPENSES (Exhibit "D"):			
Administration and General		$12 572 72	
Educational		23 016 00	
Operation and Maintenance		13 215 12	
Book Store		1 087 62	
Advertising and Soliciting		2 051 59	
Boarding Department		12 085 75	
Cafeteria		245 86	
Dormitories		4 307 92	
Hospital		262 66	
Laundry		738 56	
Library		501 74	
Music		1 674 03	
Student Activity		977 33	
Other Expenses		2 560 61	
TOTAL EXPENSES			75 297 51
EXCESS INCOME OVER EXPENSES (Exhibit "B")			$ 8 011 52

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

CURRENT FUND - DETAIL OF EXPENSES

Year Ended June 30, 1932

EXHIBIT "D"

		AMOUNT	TOTAL
2.	**ADMINISTRATIVE & GENERAL:**		
	Salaries (Schedule 3)	$ 8 850 00	$
	Auditing	230 50	
	Traveling	839 95	
	Communication	417 29	
	Publicity, Printing & Postage	1 368 49	
	Supplies	594 52	
	Replacement of Equipment	218 47	
	Insurance	53 50	12 572 72
	EDUCATIONAL:		
	Salaries (Schedule 3)	$20 679 36	
	Wages	230 10	
	Special Lectures, Programs & Registrations	177 94	
	Traveling	179 05	
	Communication	35 57	
	Supplies	1 253 34	
	Replacement of Equipment	46 91	
	Refunds to Students	170 75	
	Commencement Expense	242 98	23 016 00
	OPERATION & MAINTENANCE:		
	Wages	$ 2 901 71	
	Repairs to Buildings	3 242 23	
	Supplies	4 730 32	
	Repairs to Equipment	1 228 50	
	Insurance	1 112 36	13 215 12
	BOOK STORE:		
	Wages	$ 83 00	
	School Books & Supplies	1 004 62	1 087 62
	ADVERTISING AND SOLICITING FUNDS FOR MAINTENANCE:		
	Wages	$ 18 30	
	Traveling	1 207 94	
	Supplies	825 35	2 051 59
	BOARDING DEPARTMENT:		
	Salaries (Schedule 3)	$ 990 00	
	Wages	1 811 45	
	Repairs	54 40	
	Food & Supplies	8 263 22	
	Replacement of Equipment	966 68	12 085 75
	FORWARDED		$64 028 80

		AMOUNT	TOTAL
FORWARDED			$64 028 80
CAFETERIA:			
Wages		$ 96 00	$
Food & Supplies		149 86	245 86
DORMITORIES:			
Salaries (Schedule 3)		$ 2 150 00	
Wages		673 20	
Supplies		494 62	
Replacement of Equipment		990 10	4 307 92
HOSPITAL:			
Medical Service		$ 201 75	
Supplies		60 91	262 66
LAUNDRY:			
Wages		$ 587 78	
Repairs		25 87	
Supplies		124 91	738 56
LIBRARY:			
Repairs		$ 62 05	
Supplies		150 37	
Equipment (Books, etc.)	$1 506 59		
Less: Special Receipts:			
Rosenwald Fund	$250 00		
Board of Education	750 00		
Books Donated	217 27	1 217 27	289 32 501 74
MUSIC:			
Salaries (Schedule 3)		$ 1 500 00	
Repairs		12 00	
Traveling		34 74	
Supplies		77 29	
Replacement of Equipment		50 00	1 674 03
STUDENT ACTIVITY:			
Lectures & Recitals		$ 348 05	
Traveling		66 80	
Athletic Supplies, Etc.		424 97	
Replacement of Equipment		110 01	
Prizes		27 50	977 33
OTHER EXPENSES:			
Loss on Returned Checks		$ 13 00	
Students Accounts Charged Off		637 72	
Scholarships		1 716 50	
Interest Paid		128 77	
Miscellaneous Expense		64 62	2 560 61
TOTAL EXPENSES (Exhibit "C")			$75 297 51

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

INCOME AND EXPENSE - AUXILIARY DEPARTMENTS

Year Ended June 30, 1932

EXHIBIT "E"

			AMOUNT	TOTAL
BOARDING DEPARTMENT:				
INCOME:				
From Meals Served			$15 767 79	
EXPENSES:				
Salaries	$ 990 00			
Wages	1 811 45			
Repairs	54 40			
Food & Supplies	8 263 22			
Replacement of Equipment	966 68		12 085 75	
GAIN				$3 682 04
DORMITORIES:				
INCOME:				
Room Rent			$ 3 275 00	
EXPENSES:				
Salaries	$2 150 00			
Wages	673 20			
Supplies	494 62			
Replacement of Equipment	990 10		4 307 92	
LOSS				1 032 92
LAUNDRY:				
INCOME:				
Fees			$ 813 50	
EXPENSES:				
Wages	$ 587 78			
Repairs	25 87			
Supplies	124 91		738 56	
GAIN				74 94
CAFETERIA:				
INCOME:				
From Meals Served			$ 259 88	
EXPENSES:				
Wages	$ 96 00			
Food & Supplies	149 86		245 86	
GAIN				14 02
NET GAIN FROM AUXILIARY DEPARTMENTS				$2 738 08

BENNETT COLLEGE

Greensboro,

COMPARATIVE
ACTUAL INCOME AND

Year Ended

EXPENSES

	Budget	Actual	Over	Under
Administration & General	$11 312 00	$12 572 72	$ 1 260 72	$
Educational	29 100 00	23 016 00		6 084 00
Operation & Maintenance	13 300 00	13 215 12		84 88
Book Store	1 800 00	1 687 62		712 38
Boarding Department	16 500 00	12 085 75		4 414 25
Cafeteria	-	245 86	245 86	
Dormitories	4 200 00	4 307 92	107 92	
Hospital	350 00	262 66		87 34
Laundry	1 400 00	738 56		661 44
Library	Offset	501 74	501 74	
Music	2 000 00	1 674 03		325 97
Student Activity	1 400 00	977 33		422 67
Scholarships	1 500 00	1 716 50	216 50	
Advertising & Publicity	2 400 00	2 051 59		348 41
Other Expenses	700 00	844 11	144 11	
	$85 962 00	$75 297 51	$ 2 476 85	$13 141 34
LIBRARY BOOKS - Offset	1 500 00			1 500 00
REVENUE IN EXCESS OF EXPENSES	4 326 00	8 011 52	9 161 75	5 476 23
TOTALS	$91 788 00	$83 309 03	$11 638 60	$20 117 57

FOR WOMEN

North Carolina

STATEMENT OF
EXPENSES WITH BUDGET

June 30, 1932

EXHIBIT "F"

INCOME

	Budget	Actual	Over	Under
Student Fees	$15 150 00	$14 231 44	$	$ 918 56
Appropriations:				
Board of Education	12 500 00	12 500 00		
W. H. M. Society	12 500 00	12 500 00		
John F. Slater Fund	1 710 00	1 710 00		
State Dept. of Education	1 100 00	315 00		785 00
Rosenwald Fund	5 000 00	5 000 00		
General Education Board	-	10 000 00	10 000 00	
Phelps Stokes Fund	-	250 00	250 00	
Miscellaneous Donations	10 628 00	2 600 42		8 027 58
Interest on Investments	-	138 95	138 95	
Boarding Department	20 000 00	15 767 79		4 232 21
Book Store	1 800 00	1 139 97		660 03
Cafeteria	-	259 88	259 88	
Dormitories	5 000 00	3 275 00		1 725 00
Laundry	1 200 00	813 50		386 50
Library Fees	-	2 07	2 07	
House Rent	1 100 00	2 087 70	987 70	
Scholarships	1 500 00	425 66		1 074 34
Music	400 00	-		400 00
Miscellaneous	700 00	291 65		408 35
	$90 288 00	$83 309 03	$11 638 60	$18 617 57
LIBRARY BOOKS - Offset	1 500 00			1 500 00
TOTALS	$91 788 00	$83 309 03	$11 638 60	$20 117 57

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

STUDENT FEES

Year Ended June 30, 1932

SCHEDULE 1.

	ITEM	AMOUNT
	Tuition Fees	$10 772 06
	Education	1 404 75
	Hospital	372 50
	Music	412 00
	Student Activity	1 270 13
2	TOTAL (Exhibit "C")	$14 231 44

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

APPROPRIATIONS RECEIVED

Year Ended June 30, 1932

SCHEDULE 2

2. V/n. Rec'd 4/8.

ITEM	AMOUNT
Board of Education	$12 500 00
Julius Rosenwald Fund	5 000 00
John F. Slater Fund	1 710 00
State Dept. of Education	315 00
General Education Board	10 000 00
Phelps Stokes Fund	250 00
W. H. M. Society	12 500 00
TOTAL (Exhibit "C")	$42 275 00

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

SALARIES PAID

Year Ended June 30, 1932

SCHEDULE 3

		AMOUNT	TOTAL
	ADMINISTRATIVE:		
	David R. Jones, President:		
	Salary	$3 600 00	
2.	Rent & Board	1 560 00	$5 160 00
	Mrs. Theo. C. Taylor,		
	Business Manager & Bookkeeper	1 650 00	
	V. Brennie Miller - Office	1 078 00	
	Susie W. Jones - Registrar	600 00	
	Texie Willis - Office	227 50	
	Carolyn Harris - Office	108 00	
	Students and Miscellaneous	26 50	$ 8 850 00
	EDUCATIONAL:		
	Bell, Velma F.	$ 900 00	
	Butler, Claudia	1 350 00	
	Johnston, Celestine	181 36	
	Kittrell, F. P.	1 600 00	
	Morgan, Sadie K.	825 00	
	Player, Willie B.	1 400 00	
	Pickens, Harriett I.	1 225 00	
	Pride, Miriam L.	1 125 00	
	Raiford, Blanche R.	1 200 00	
	Staley, F. M.	2 800 00	
	Streator, Geo. W.	1 600 00	
	Streator, Olive D.	1 300 00	
	Saulter, C. R.	1 800 00	
	Taylor, Alice G.	1 665 00	
	Watson, Felice	1 305 00	
	Students and Miscellaneous	403 00	20 679 36
	BOARDING DEPARTMENT:		
	Shuford, Mrs. P. L.		990 00
	DORMITORIES:		
	Banks, Lucille	$ 900 00	
	McLaurin, Mrs. M. B.	1 250 00	2 150 00
	MUSIC DEPARTMENT:		
	Jackson, Mary L.		1 500 00
	TOTAL (Exhibit "D")		$34 169 36

BENNETT COLLEGE FOR WOMEN

Greensboro, North Carolina

INSURANCE IN FORCE

June 30, 1932

SCHEDULE 4

Rest 2.

ITEM	AMOUNT
BUILDINGS AND CONTENTS:	
Fire	$140 400 00
Tornado	87 750 00
AUTOMOBILE:	
1930 Buick Sedan:	
Property Damage	5 000 00
Public Liability	5/10 000 00
WORKMEN'S COMPENSATION	N. C. Law
FIDELITY BONDS:	
David D. Jones, President	2 500 00
Theo. C. Taylor, Bookkeeper	2 500 00
BOILER INSURANCE:	
Property Damage and Public Liability covered by a policy held by The Board of Education of M. E. Church, in Chicago, on behalf of a number of schools, amounting to $30,000.00, considered as being sufficient to protect all of their school property	-

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REPORT OF EXAMINATION

BENNETT COLLEGE FOR WOMEN - GREENSBORO, N. C.

JUNE 30, 1929

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AKRON
ATLANTA
BALTIMORE
BOSTON
BUFFALO
CANTON
CHICAGO
CINCINNATI
CLEVELAND
COLUMBUS
DALLAS
DAVENPORT
DAYTON
DENVER
DETROIT
ERIE
FORT WORTH
GRAND RAPIDS
HOUSTON
INDIANAPOLIS
JACKSON
KALAMAZOO
KANSAS CITY
LOS ANGELES
LOUISVILLE
MEMPHIS
MIAMI
MILWAUKEE
MINNEAPOLIS
NEW ORLEANS
NEW YORK

ERNST & ERNST

ACCOUNTANTS AND AUDITORS

SYSTEM SERVICE

WINSTON-SALEM

WACHOVIA BANK & TRUST BLDG.

OMAHA
PHILADELPHIA
PITTSBURGH
PROVIDENCE
RICHMOND
ROCHESTER
ST. LOUIS
ST. PAUL
SAN ANTONIO
SAN FRANCISCO
TAMPA
TOLEDO
WACO
WASHINGTON
WHEELING
WINSTON-SALEM
YOUNGSTOWN

CORRESPONDENTS AT
LONDON
PARIS
BERLIN
HAMBURG
ANTWERP
BASRA
BAGDAD

CABLE ADDRESS
"ERNSTAUDIT" N. Y.

September 28, 1929

Mr. Charles H. Ireland, Treasurer,
Bennett College for Women,
Greensboro, North Carolina.

Dear Sir:

As requested by you, we have examined the accounts and records pertaining to the cash receipts and disbursements of BENNETT COLLEGE FOR WOMEN for the fiscal year ended June 30, 1929.

The books had been kept so as to reflect the disposition of receipts by months only. We were therefore unable to trace the daily receipts to the individual bank deposits, but the total recorded receipts for each month agreed with the total deposits as shown by the bank statement on file. The officially signed and cancelled bank checks representing the recorded cash disbursements for the fiscal year were examined by us, and were supported with paid invoices and other data submitted for our inspection.

We submit herewith a statement of the recorded Receipts and Disbursements from July 1, 1928, to June 30, 1929, subject to the following comments:

The petty cash fund at July 1, 1928, amounting to $50.00 is stated as shown by the books of the College. Cash on deposit at the same date in the amount of $967.91, is stated as shown by bank statement on file.

Donations and appropriations, with the exception of receipts from the North Carolina Conference Self Denial Campaign and Local Contributors, in the amount of $2,422.82, were verified by direct correspondence with the recorded donors as follows:

Board of Education of the Methodist Episcopal Church - Chicago, Ill.		$11,500.00
The Womens Home Missionary Society of the Methodist Episcopal Church - Delaware, Ohio - Regular appropriation	$10,500.00	
do - For Value of Books	425.00	10,925.00

Our certificate or report upon an audit or examination is delivered to client with the distinct understanding that any advertisement, publication, or copy therefrom, in full or in part, of such certificate or report, shall be in the form to be approved by us. As a preventive against fraud, attention is directed to the fact that all pages in this report should bear our water mark.

State of North Carolina Board of Education - Raleigh, N. C.	$ 1,200.00
The John F. Slater Fund - New York City	900.00
The Julius Rosenwald Fund - Nashville, Tenn.	750.00
The Nannie Foulks Scholarship Fund Chicago, Ill.	400.00
Bishop W. P. Thirkield - Marshfield, Mass.	50.00
TOTAL	$25,725.00

The Julius Rosenwald Fund was reported to us as having contributed $1,500.00 to the College during the period from July 1, 1928, to June 30, 1929, but the School records reflected receipt of only $750.00. We were informed by the President, Mr. David D. Jones, that the last remittance of $750.00, addressed to him personally, was received during his absence from Greensboro and was not opened until his return. This item was deposited July 8, 1929.

We did not correspond with the individual recorded donors to the North Carolina Conference Self Denial Fund and local contributors, for the purpose of independent verification. We have included in this report a schedule of the names and the amounts given by each during the period.

Educational tuition and fees, board and rents, and receipts from other college activities, were compared with duplicate receipts on file showing the amounts received from the individuals. The system in use did not permit a practical check of the amounts receivable from these sources,nor did it reflect the total amount due the College for arrears, etc. This was brought to your attention and we were instructed to account for the recorded receipts only, but to furnish you with a special report on the conditions observed during our examination. This report has been prepared and will be submitted within a few days.

We verified special funds of the College that have been handled by the Greensboro office, as follows:

The Fannie M. Clair Scholarship Fund	$554.69
The Fund of the Class of 1921	100.00
TOTAL	$654.69

The Fannie M. Clair Scholarship Fund represents the original deposit of $500.00 and accumulated interest for approximately two years,

of $54.69. No disbursements had been made from this fund at June 30, 1929, and the balance as shown was verified by direct correspondence with the Central Industrial Bank - Greensboro.

The Fund of the Class of 1921 is represented by one share of stock in the Home Building and Loan Association of Greensboro. We inspected the stock certificate and traced the year's interest of $5.00 into a subsequent bank deposit.

The amount disbursed during the year for salaries and wages amounted to $29,653.11. Of this amount $27,198.11 was verified by inspection of the cancelled bank checks and salary cards on file showing the signatures of the individual for each month's salary received. The remaining amount of $2,455.00 represents the monthly payroll paid to college students. This amount was paid in cash and was supported only by a typewritten list of students performing the work during the period. We have prepared and include herein a schedule of salaries and wages paid during the year by departments.

We have included in this report a schedule of scholarships paid to teachers and students during the fiscal year ended June 30, 1929, and have noted the ones supported only by cancelled bank checks.

During the year under review the College made a loan to B. M. Reynolds in the amount of $150.00. The only record or support to this item was the paid check on file made to her order and endorsed by her.

All other recorded disbursements for supplies, equipment, etc., amounting to $27,819.13, were supported by examination of paid invoices and other data submitted. Of this amount $8,544.46 was supported only by monthly statements from vendors. We were informed that in the past, disbursements were supported by these statements and that the invoices were discarded or scattered in the files. We were assured that this practice would be discontinued and that all disbursements would be supported by original invoices.

Cash on hand was counted by us on August 28, 1929, and the cash and cash items on hand were reconciled with amount as shown on the college records as of June 30, 1929. Cash on deposit at June 30, 1929, in the amount of $964.15 was reconciled with the amount reported directly to us by the Greensboro National Branch of the American National Bank of Greensboro.

The College's books of account consist principally of a record of cash transactions, no account being kept of liabilities or of assets other than cash. Therefore we did not attempt to verify the assets and liabilities or financial condition of the College.

Very truly yours,

Ernst Ernst

CASH RECEIPTS AND DISBURSEMENTS

BENNETT COLLEGE FOR WOMEN - GREENSBORO, N. C.

From July 1, 1928, to June 30, 1929

BALANCE ON HAND AND ON DEPOSIT AT JULY 1, 1928			
As shown by bank statement on file		$ 967.91	
Petty cash fund, per books		50.00	$ 1,017.91
RECEIPTS			
DONATIONS AND APPROPRIATIONS			
Board of Education of the Methodist Episcopal Church - Chicago, Ill.	$11,500.00		
The Woman's Home Missionary Society of the Methodist Episcopal Church - Delaware, Ohio	10,925.00		
North Carolina Conference Self-Denial Fund and Local Contributions	2,422.82		
State of North Carolina Board of Education - Raleigh, N. C.	1,200.00		
The John F. Slater Fund, New York City	900.00		
The Julius Rosenwald Fund, Nashville, Tenn.	750.00		
Nannie Faulks Scholarship Fund, Chicago, Ill.	400.00		
Bishop W. P. Thirkield, Marshfield, Mass.	50.00	$28,147.82	
EDUCATIONAL - TUITION AND FEES			
Tuition	$ 6,533.75		
Entrance Fees	1,049.00		
Music	551.90		
Laboratory Fees	426.00		
Commencement Exercises	112.63		
Industrial and Domestic Arts	109.00	8,782.28	
BOARDING HALL AND RENTS			
Boarding Hall	$12,861.50		
Dormitory Room Rents	3,433.50		
House Rent	1,080.00	17,375.00	
SCHOOL BOOK SHOP			
Students' Books		1,347.89	
REFUNDS OF ADVANCES FOR STUDENTS AND TEACHERS			
Extension Course Fees	$ 172.49		
Telephone and Telegraph	160.01		
Seniors' Caps and Gowns	131.75		
Bad checks taken up	91.41		
Payment of Loan - F. P. Kittrell	50.00	605.66	
OTHER RECEIPTS			
Lyceum and Athletics	$ 826.04		
Medical Fees	213.00		
Insurance Claim for Boiler Repairs	150.00		
Store and Cafeteria	87.53		
Negro College Survey Rebate	41.69		
Student Organizations	20.32		
Miscellaneous	21.25	1,359.83	
	TOTAL RECEIPTS		57,618.48
	TOTAL TO BE ACCOUNTED FOR		$58,636.39

CASH RECEIPTS AND DISBURSEMENTS - CONTINUED

DISBURSEMENTS			
ADMINISTRATIVE			
Salaries		$ 6,392.00	
Traveling and Auto Expense		966.66	
Publications, Publicity and Postage		834.77	
Financial Campaigns		578.50	
Telephone and Telegraph		542.69	
Office Supplies and Expense		344.94	$ 9,659.56
OPERATING AND MAINTENANCE			
Fuel, Water and Lights		$ 3,588.10	
Wages		3,243.93	
Repairs to Buildings		1,294.23	
Insurance on Buildings		1,200.00	
Equipment and Replacements		686.17	
Supplies		129.60	10,142.03
EDUCATIONAL			
COLLEGE AND HIGH SCHOOL			
Salaries	$14,083.75		
Laboratory Supplies	494.70		
School Supplies and Equipment	445.25		
Industrial Supplies and Equipment	325.80		
Commencement Expense	181.35		
House Water and Lights	34.64	$15,565.49	
MUSIC DEPARTMENT			
Salaries	$ 1,896.43		
Music, etc.	90.06	1,986.49	17,551.98
BOARDING HALL			
Food Supplies		$ 8,374.00	
Salaries and Wages		2,115.25	
Equipment and Repairs		564.05	
Laundry		93.77	11,147.07
DORMITORY			
Salaries and Wages		$ 1,736.75	
Equipment and Repairs		612.02	
Laundry		463.84	2,812.61
LIBRARY			
Books and Equipment			2,363.50
SCHOOL BOOK STORE			
Books, etc.		$ 1,157.19	
Salary		185.00	1,342.19
SCHOLARSHIPS			
To Students and Teachers			790.00
ADVANCES FOR STUDENTS AND TEACHERS			
Extension Course Fees		$ 172.49	
Rental on Caps and Gowns		131.75	
Loan for Study - B. M. Reynolds		150.00	
Checks returned by Bank		91.41	545.65

CASH RECEIPTS AND DISBURSEMENTS - CONTINUED

OTHER DISBURSEMENTS			
Athletics and Lyceum	$ 775.99		
Medical Expense	195.48		
Refund of Scholarship	160.00		
Entertainment	61.72		
Student Organizations	38.47		
Miscellaneous	35.99	$ 1,267.65	
TOTAL DISBURSEMENTS			$57,622.24
BALANCE ON HAND AND ON DEPOSIT AT JUNE 30, 1929			
As shown by bank statement and verification		$ 964.15	
Petty Cash Fund		50.00	$ 1,014.15

SALARIES AND WAGES

BENNETT COLLEGE FOR WOMEN - GREENSBORO, N. C.

From July 1, 1928, to June 30, 1929

ADMINISTRATIVE		
Jones, David D.	$ 4,560.00	
Taylor, Theophile C.	1,440.00	
Banks, B. H.	360.00	
Jones, Mary	32.00	$ 6,392.00
OPERATING AND MAINTENANCE		
College Students	$ 1,267.50-A	
Smith, J.	583.50	
Barrett, C. A.	420.00	
Griggs, O. W.	236.10	
Kennedy, J.	217.00	
Hauser, Theo.	160.00	
Evans, R. B.	128.45	
Kick, H.	51.00	
Burnside, J. L.	50.00	
Pugh, J. L.	36.75	
McMasters, A. F.	24.00	
Smock, J. W.	14.25	
Waddell, Geo.	13.50	
Morgan, P.	12.50	
Wharton, Joe	6.00	
Herbin, Chas.	5.00	
Shuton, H.	3.38	
Miscellaneous	15.00	3,243.93
EDUCATIONAL		
Taylor, A. G.	$ 1,425.00	
Barrett, C. A.	1,350.00	
Cotton, C. B.	1,170.00	
Green, M. J.	1,125.00	
Roberts, N. M.	1,045.00	
Reynolds, B. M.	1,045.00	
Barker, D. A.	990.00	
Butler, C. W.	990.00	
McCree, L. H.	990.00	
Kittrell, F. P.	900.00	
Price, M. E.	900.00	
Ransom, E.	610.00	
Renfrow, F. H.	562.50	
Wortham, J. H.	531.25	
Banks, B. H.	450.00	14,083.75
MUSIC DEPARTMENT		
Johnson, C. B.	$ 1,100.00	
Burton, E. V.	796.43	1,896.43
BOARDING HALL		
College Students	$ 997.25-A	
Holloway, E.	945.00	
Harris, Bessie	155.00	
Anderson, F.	18.00	2,115.25

DORMITORY		
Banks, Lucile	$ 675.00	
Renfrow, F. H.	562.50	
College Students	190.25-A	
Barker, D. A.	150.00	
McCree, L. H.	150.00	
Haines, J. W.	9.00	$ 1,736.75
SCHOOL BOOK STORE		
Simpson, Maggie		185.00
TOTAL		$29,653.11

NOTE A - Supported by typewritten list of students.

NORTH CAROLINA CONFERENCE RECEIPTS AND LOCAL CONTRIBUTIONS

BENNETT COLLEGE FOR WOMEN - GREENSBORO, N. C.

From July 1, 1928, to June 30, 1929

BALANCE ON DEPOSIT AT JULY 1, 1928		
As shown by bank statement on file		$ 265.93
NORTH CAROLINA CONFERENCE		
GREENSBORO DISTRICT		
Black, N. M.	$ 1.00	
Bovard, W. S.	10.00	
Brower, J. E.	45.00	
Bullock, M. J.	5.00	
Caldwell, F. D.	10.00	
Gleaves, B. F.	10.00	
Hall, J. W.	40.00	
Joyce, J. M.	6.00	
McGowan, A. S.	50.00	
Morris, J. P.	10.00	
Peeler, S. A.	5.00	
Shomborguer, N. S. T.	9.00	
Weatherly, R. T.	73.00	
Wells, P. S.	1.00	275.00
WESTERN DISTRICT		
Addie, J. C.	$ 1.00	
Caldwell, G. H.	35.00	
Chavis, W. N.	13.00	
Dillard, J. A.	5.00	
Durham, S. E.	3.00	
Ferguson, John	1.00	
Frazier, T. C.	5.00	
Harris, J. M.	5.00	
Lomax, W. T.	30.00	
Meekins, J. B.	10.00	
Morris, R. G.	5.00	
McDonald, A. D.	2.00	
McLeod, E. M.	10.00	
Pass, N. J.	17.00	
Patterson, G. W.	20.00	
Rhyne, P. B.	5.00	167.00
WILMINGTON DISTRICT		
Abernathy, R. S.	$ 10.00	
Fletcher, E. L.	15.00	
Frazier, T. C.	2.20	
Gioney, C. L.	3.50	
Jenkins, A. G.	30.00	
Leak, E. M.	1.80	
Lee, F. J.	6.00	
McCollum, F. F.	3.00	
McNair, Henry	14.00	
Peace, S. F. B.	30.00	

Phelps, G. M.	$ 5.00	
Rush, J. C.	33.00	
Shipp, R. G.	2.25	
Skeen, D. C.	5.00	
Thomas, D. L.	25.00	
Winchester, R. W.	50.00	$ 235.75
WINSTON DISTRICT		
Baxter, J. A.	$ 5.00	
Byers, G. W.	2.50	
Cook, P. J.	10.00	
Davis, Henry A.	12.00	
Hairston, W. E.	33.00	
Johnson, P. F.	37.21	
Martin, N. M.	25.00	
Morehead, G. W.	1.00	
Scales, W. B.	6.00	
Scarborough, W. C. L.	31.00	
Simpson, J. W.	10.00	
Wells, W. N.	117.00	289.71

LOCAL CONTRIBUTIONS

Appleton, J. L.	$ 10.00
Banner, C. W.	5.00
Beary, C. A.	25.00
Beck's Department Store	10.00
Bell, Mrs. N. A., Treas.	10.00
Benjamin, E. B.	250.00
Bennett College Summer Fund	99.06
Bennett College, Class of 1921	5.00
Bennett Extension Class	100.00
Bennett Faculty and Students	32.87
Boren, G. S.	5.00
Burtner Furniture Company	10.00
Burton, E. B.	50.00
Camphor, M. A. R.	5.00
Carlson, C. I.	10.00
Carlson, Mrs. C. I.	10.00
Carver, E. R.	2.00
Chapin, Chester F.	10.00
Church, First M. E.	10.00
Clegg Steam Bakery	10.00
Cone, Benjamin	25.00
Cone, Bernard	25.00
Cone, Herman	25.00
Cone, Julius W.	25.00
Crino, Nora L.	5.00
Dick's Laundry	10.00
Douglas, R. D.	5.00
Edgerton, M. F.	2.00

NORTH CAROLINA CONFERENCE RECEIPTS AND LOCAL CONTRIBUTIONS - CONTINUED

Frister, J. M.	$ 10.00	
Frye, Mrs. C. A.	2.00	
Gold, Charles W.	10.00	
Greensboro Creamery Dairy	10.00	
Hammond, William A.	5.00	
Hanes Funeral Home	5.00	
Hardin, J. E.	10.00	
Harges, Mrs. D. H.	25.00	
Herbert, W. P.	10.00	
Hines, Charles A.	10.00	
Hole Bros.	5.00	
Jarboe, P.	2.00	
Jones Bros. Bakery	10.00	
Jones, David D.	3.00	
Kilpatrick, R. C.	5.00	
Kirby, Chas. S.	1.00	
Kiser, Claude	10.00	
Kress, S. H. Store	2.00	
Lanes Foundry	2.00	
Lanes Laundry	5.00	
Leak, Frank	5.00	
Mathews, J. A.	10.00	
Merriman Insurance Company	5.00	
Meyers' Department Store	10.00	
Mitchell and Anthony, Inc.	5.00	
Mock-Judson-Voehringer	5.00	
Morgan Millwork Company	5.00	
McAlister, J. W.	10.00	
North State Motor Company	10.00	
Odell Hardware Company	50.00	
Oettinger Lumber Company	10.00	
Patterson Food Store	2.00	
Pickett Storage Battery	2.00	
Ridenhour, W. M.	5.00	
Robins and Weill	10.00	
Stern, S. J.	10.00	
Sternberger, M.	3.00	
Tibbitts, William S.	10.00	
Upper Hudson Rye Flour Mills	5.00	
Vanstory Clothing Company	25.00	
Wagors Ice Cream Company	5.00	
Weil, J. M.	25.00	
Westbrook, John	5.00	
White House Market	2.00	
White Realty Company	5.00	
Winbush, C. A.	10.00	
Zeigler, W. F.	5.00	
Miscellaneous	2.50	1,189.43
	TOTAL	$2,422.82

SCHOLARSHIPS

BENNETT COLLEGE FOR WOMEN - GREENSBORO, N. C.

June 30, 1929

NAME	AMOUNT
Butler, C. W.	$ 50.00-A
Dorsett, Mae	40.00-A
Gittens, Evelyn	87.00-A
Hairston, Naomi	14.00-A
Haynes, Luella	55.00-A
Jones, Mary	150.00-A
Kittrell, F. P.	50.00
Luke, Mattie	145.00-A
McCall, Beatrice	36.00-A
Reynolds, B. M.	50.00
Roberts, N. M.	50.00
Withers, Gladys	63.00-A
TOTAL	$ 790.00

NOTE A - Supported only by cancelled bank checks.

NC 239 Bennett College - Reports

Box 117 Folder 1064

GEB

BENNETT COLLEGE

Greensboro, North Carolina

Report On

A U D I T

Year Ended

JUNE 30, 1942

OFFICERS

DAVID D. JONES
President

MRS. THEO. C. TAYLOR
Secretary-Bookkeeper

BOARD OF TRUSTEES

W. C. JACKSON
President

MRS. W. RAYMOND BROWN
Secretary

MRS. W. H. C. GOODE
Vice - President

THOMAS F. HOLGATE
Treasurer

DAVID D. JONES
Assistant Treasurer

TERM EXPIRES 1943

C. Everett Bacon	New York	N. Y.
Mrs. Florence D. Carroll	Washington	D. C.
Mrs. Foss Zartman	Lima	Ohio
Garfield D. Merner	San Mateo	Cal.
John H. Race	New York	N. Y.
Mrs. F. C. Reynolds	Baltimore	Md.
W. M. York	Greensboro	N. C.
A. P. Shaw	Baltimore	Md.

TERM EXPIRES 1944

Mrs. W. Raymond Brown	East Aurora	N. Y.
Mrs. D. H. Hargis	Wilmington	Del.
Thomas F. Holgate	Evanston	Ill.
Albert G. Odell	Clifton Springs	N. Y.
Silas A. Peeler	Greensboro	N. C.
Mrs. Henry Pfeiffer	New York	N. Y.
Mrs. J. N. Rodeheaver	Winona Lake	Ind.
Miss Louise Young	Nashville	Tenn.

TERM EXPIRES 1945

Mrs. H. C. Black	Johnson City	Tenn.
Mrs. Harry E. James	New York	N. Y.
Mrs. Julius W. Cone	Greensboro	N. C.
Henry H. Crane	Detroit	Mich.
Mrs. W. H. C. Goode	Sidney	Ohio
W. C. Jackson	Greensboro	N. C.
Robert E. Jones	Columbus	Ohio
Mrs. M. L. Robinson	New York	N. Y.
Mrs. Nan Goode Smith	Fayetteville	N. C.

I N D E X

June 30, 1942

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ESTABLISHED 1908

A. M. PULLEN & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

SOUTHEASTERN BUILDING

GREENSBORO, N. C.

GEORGE E. PERRIN, C.P.A.
J.A. RENNIE, C.P.A.
E.T. BASS, C.P.A.
C.A. BEAN, C.P.A.
T. ROY GRUBBS, C.P.A.
A.F. STEWART, C.P.A.
CHAS. F. STRANDBERG, C.P.A.

GREENSBORO, N.C.
RALEIGH, N.C.
WINSTON-SALEM, N.C.
RICHMOND, VA.
DANVILLE, VA.

July 23, 1942

2

To the President and Board of Trustees,
Bennett College,
Greensboro, North Carolina.

Gentlemen:

We have audited the financial records of

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA,

for the fiscal year ended June 30, 1942, and now submit our report, consisting of the exhibits and schedules listed in the preceding index, and the following comments:

FINANCIAL POSITION

The financial position of the College at June 30, 1942, is presented in Exhibit "A", Balance Sheet, which has been prepared so as to reflect the financial position of the following funds:

Current Fund
Endowment Fund
Capital Fund

Our comments pertaining to each of the above funds follow:

CURRENT FUND

The Current Fund is the operating or working fund of the College and all items of current revenue and expenses flow through the accounts of this fund.

The assets and liabilities of the Current Fund were verified as follows:

Cash on hand and petty cash fund were counted and cash on deposit was verified by reconcilement of the balance certified to us by the Security National Bank, Greensboro, North Carolina. Accounts receivable were not confirmed directly with the students, but we ascertained that the aggregate of the individual accounts agreed with the control account maintained in the general ledger. The reserve for doubtful accounts is equal to approximately 50% of the total amount of accounts receivable and appears adequate. Accrued interest and dividends receivable on securities in the Endowment Fund were verified by computation of interest on bonds and inspection of dividend records and reports. The amount of the interest accrued on funds held by the Woman's Home Missionary Society was not available and is not included in accrued interest. The inventory of the bookstore was taken, priced, and computed by employees of the College and our verification was limited to a test of its mathematical accuracy. Prepaid insurance was verified by computation.

Accounts payable were not verified beyond the inspection of creditors' statements or invoices on file. Wages payable represent earned but unpaid wages as shown by the pay roll records. Accrued interest payable was verified by computation. Deferred credits represent students' fees paid in advance and income from gifts and grants for summer activities applicable to a future period of operation.

In addition to the above, recorded cash receipts were traced to their deposit in bank and cash disbursements were verified by the inspection of properly executed and endorsed bank checks and examination of invoices or other documentary evidence in support of the disbursements.

ENDOWMENT FUNDS

The securities and uninvested cash of these funds held by Central Hanover Bank & Trust Company, New York, and the Board of Education of the Methodist Church, Nashville, Tennessee, Custodians, were verified by direct correspondence with the custodians, who furnished us a list of the securities held. The Woman's Home Missionary Society of the Methodist Episcopal Church certified that it had pledged $25,000.00 to the Endowment Fund of Bennett College, but did not furnish us a statement showing description and amount of securities and amount of uninvested cash in its custody at June 30, 1942, as asked for in our request for confirmation, nor was such a statement available to us at the College. The minutes of the Board of Trustees of the College contained the statement that the Woman's Home Missionary Society, at its meeting at Winona Lake March 27, 1942, voted that the entire amount of $25,000.00 be set aside for the payment of the pledge and that this amount had been set aside. In its reply to our request for confirmation of this item, the Woman's Home Missionary Society advised us that the current rate of interest on the amount of its pledge was payable to the College semi-annually.

Securities held by Bennett College were verified by inspection.

3

The Endowment Funds were increased $31,780.28 during the year, occasioned by the following:

Gifts for Endowments:		
Woman's Home Missionary Society pledge	$25 000 00	
Dr. John H. Race, U. S. bonds	518 00	
Charles W. Angle	500 00	
Mrs. Alice Brown	100 00	
Dr. Edgar Dale	100 00	
Mrs. D. H. Hargis	100 00	
Dr. G. L. Oxnam	100 00	
N. L. Smith	100 00	
Faculty, students, and others	4 089 32	$30 607 32
Profit on sale of investment securities		1 172 96
Total Increase		$31 780 28

No amounts had been received from the General Education Board on its conditional appropriation of $200,000.00, referred to in our audit for the previous year, and at June 30, 1942 the conditions governing the appropriation had not been complied with. We were advised that pledges secured to June 30, 1942, amounted to $91,983.00, and that the General Education Board had been asked to extend the time for compliance with the conditions of the appropriation. We were also advised that the pledges to date included $50,000.00 of Mrs. Henry Pfeiffer, made subject to the modification of the conditions of the appropriation of the General Education Board.

CAPITAL FUND

The assets of this Fund represent the completed fixed properties of the College, including land, buildings, equipment, and other properties owned.

The balances of notes and mortgages payable in connection with the purchase of certain of the fixed assets are shown in detail in Exhibit "A", and were verified by confirmations received from the holders of the obligations. Account payable to Chas. W. Angle, Inc., represents balance due on contract for the construction of new buildings completed during the year.

The construction of the Annie Merner Pfeiffer Chapel and Carrie Barge Dormitory, which was begun in the fall of 1940, was completed in the latter part of 1941 at a total cost of $234,792.24, allocated as follows:

Buildings	$213 305 38
Equipment	18 263 09
Land improvements	3 223 77
Total	$234 792 24

The cost of constructing these buildings was covered principally by specific donations, as follows:

Henry Pfeiffer Estate	$100 000 00
Mrs. Henry Pfeiffer	51 750 00
Woman's Home Missionary Society	81 000 00
Total	$232 750 00

Other additions to fixed properties of the College included outlays for equipment, improvements, and the purchase of additional properties for the campus, aggregating $20,205.66. Specific donations for this purpose were as follows:

Mrs. Henry Pfeiffer	$ 5 000 00
Woman's Home Missionary Society	4 000 00
Sundry donors	3 039 38
Total	$ 12 039 38

RESULTS OF OPERATIONS - CURRENT FUND

The results of operations for the current year and the preceding year are shown in Exhibit "C", a brief summary of which follows:

	Year Ended June 30, 1942	1941	Increase
Income	$198 357 71	$171 928 25	$26 429 46
Less: Expenses	185 103 86	159 134 65	25 969 21
Net Income	$ 13 253 85	$ 12 793 60	$ 460 25

A comparison of the budget estimates and actual income and expenses for the current year is shown in Exhibit "F", a condensed summary of which follows:

	Budget	Actual	Actual Over Budget
Income	$180 975 00	$198 357 71	$17 382 71
Expenses	174 200 00	185 103 86	10 903 86
Net Income	$ 6 775 00	$ 13 253 85	$ 6 478 85
Equipment purchased from current income	6 050 00	7 195 47	1 145 47
Income in Excess of Expenses and Equipment Purchased	$ 725 00	$ 6 058 38	$ 5 333 38

We were informed that the enrollment for the school year ended June 30, 1942, was 413 students as compared with 380 students for the previous year.

GENERAL

Insurance in force at June 30, 1942, is shown in Schedule 3.

No contingent liabilities were reported to us or disclosed during the course of our audit.

CERTIFICATE

Subject to the foregoing comments, in our opinion, the accompanying statements present fairly the financial position of Bennett College, Greensboro, North Carolina, at June 30, 1942, and the results of its operations for the fiscal year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Respectfully submitted,

Certified Public Accountants.

BENNETT COLLEGE, GREE

BALANCE

June 30,

ASSETS

CURRENT

Cash:		
On hand - petty cash fund	$ 100 00	
On deposit - Security National Bank, Greensboro, N. C.	3 399 25	$ 3 499 25
Accounts receivable - students	$ 2 166 20	
Less: Reserve for doubtful accounts	1 063 22	1 102 98
Accrued interest and dividends receivable on endowment securities		3 430 32
Inventory of bookstore - at cost		935 88
Deferred charge:		
Insurance		2 934 92
Total		$ 11 903 35

ENDOWMENT

Central Hanover Bank & Trust Company, New York, N. Y., custodian:		
Securities - at cost (Schedule 1)	$189 724 13	
Uninvested cash	19 290 78	$209 014 91
Board of Education of the Methodist Church, Nashville, Tenn., custodian:		
Securities - at cost (Schedule 1)		150 000 00
Woman's Home Missionary Society of the Methodist Episcopal Church, Lima, Ohio, custodian:		
Funds contributed for endowment of Carrie Barge Hall		25 000 00
Securities on hand:		
U. S. Defense Bonds - series F - at cost		518 00
Due from Current Fund		2 652 76
Total		$387 185 67

Contin

...BORO, NORTH CAROLINA

...E SHEET

...30, 1942

EXHIBIT "A"

LIABILITIES

...T FUND

Accounts payable - trade		$ 3 739 35
Wages payable		451 65
Accrued interest payable		74 77
Due to Endowment Fund		2 652 76
Deferred credits:		
Students' fees prepaid	$ 1 822 22	
Gifts and grants for summer activities	1 639 37	3 461 59
Surplus (Exhibit "B")		1 523 23
Total		$ 11 903 35

...ET FUND

Endowment Funds:	
General Education Board Fund	$250 670 06
Mr. and Mrs. Henry Pfeiffer Fund	100 000 00
Woman's Home Missionary Society Fund	25 000 00
General Endowment Fund	6 475 41
Faculty Club Scholarship Fund	2 549 35
Nannie A. Foulkes Fund	1 024 93
Student Aid Fund	1 024 92
Fannie M. Clair Fund	441 00
Total	$387 185 67

...ntinued

ASSETS

CAPITAL F

College properties:		
Land	$219 080 50	
Buildings	992 456 53	
Equipment	136 506 70	
Streets, walks and fences	22 778 03	$1 370 821 76
Other properties owned:		
House and lot - Greensboro, N. C.	$ 5 054 68	
House and lot - High Point, N. C.	3 500 00	
House and lot - Winston-Salem, N. C.	4 000 00	12 554 68

Note:
Above property valuations are based on appraisal made in 1930, with subsequent additions at cost.

Total	$1 383 376 44

LIABILITIES

FUND

Accounts payable:		
Chas. W. Angle, Inc., building contractor		$ 2 042 24
Note payable:		
Board of Education of the Methodist Church, Nashville, Tenn.		3 000 00
Mortgages payable (amortization plan):		
North Carolina Mutual Life Insurance Company	$ 9 717 41	
Home Federal Savings & Loan Association	1 698 41	11 415 82
Capital surplus:		
From gifts, accumulations and Current Fund expenditures (Exhibit "B")		1 366 918 38
Total		$1 383 376 44

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

ANALYSIS OF SURPLUS

Year Ended June 30, 1942

EXHIBIT "B"

CURRENT FUND

Balance - July 1, 1941			$ 179 75
Additions:			
Excess of income over expenses for year (Exhibit "C"):			
Income	$198 357 71		
Expenses	185 103 86	$13 253 85	
Collection of students' accounts previously charged off		43 50	13 297 35
Total			$13 477 10
Deductions:			
Payments from Current Fund for the Capital Fund:			
Equipment purchased:			
Administrative	$ 204 00		
Educational	1 145 82		
Library	4 247 17		
Bookstore	106 49		
Dormitories	552 74	$ 6 256 22	
Campus improvements		939 25	
Improvements - house and lot - Greensboro		929 68	
College property improvements (in excess of special donations received)		41 13	
Reduction of notes payable		3 000 00	
Reduction of mortgages payable		787 59	11 953 87
Balance - June 30, 1942 (Exhibit "A")			$ 1 523 23

Forwarded

CAPITAL FUND

Balance - July 1, 1941			$1 110 175 13
Additions:			
Payments from Current Fund for the Capital Fund:			
Equipment purchased	$ 6 256 22		
Improvements - college properties	980 38		
Improvements - other properties	929 68		
Reduction of notes payable	3 000 00		
Reduction of mortgages payable	787 59	$ 11 953 87	
Additions to college properties from special donations		12 039 38	
Transfer from Building Fund of special gifts for chapel and new dormitory buildings		232 750 00	256 743 25
Balance - June 30, 1942 (Exhibit "A")			$1 366 918 38

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

CONDENSED STATEMENT OF NET INCOME - CURRENT FUND

Years Ended June 30, 1942, and June 30, 1941

EXHIBIT "C"

	Year Ended 6-30-42	Year Ended 6-30-41	Increase Decrease
Income: (Exhibit "D")			
Student fees	$ 52 880 06	$ 44 075 84	$ 8 804 22
Nursery school fees	1 010 00	997 17	12 83
Appropriations	25 200 00	25 000 00	200 00
Gifts and grants	9 848 88	10 079 49	230 61
Endowment income	16 562 20	16 457 74	104 46
Auxiliary enterprises:			
Dining Hall	60 898 71	49 008 81	11 889 90
Dormitories and homes	17 744 15	15 093 74	2 650 41
Laundry	4 452 20	3 960 83	491 37
Bookstore	6 683 44	5 149 08	1 534 36
Beauty parlor	474 85	250 55	224 30
Miscellaneous	2 603 22	1 855 00	748 22
Total Income	$198 357 71	$171 928 25	$26 429 46
Expenses: (Exhibit "E")			
Administrative and general	$ 16 101 52	$ 16 448 29	$ 346 77
Educational	62 542 47	52 979 29	9 563 18
Plant operation and maintenance	29 068 80	25 765 51	3 303 29
Student activities	4 946 88	4 064 06	882 82
Scholarships and prizes	3 677 00	5 492 43	1 815 43
Other expenses	5 716 42	3 751 37	1 964 85
Auxiliary enterprises:			
Dining Hall	41 308 03	34 073 74	7 234 29
Dormitories and homes	11 572 74	8 536 49	3 036 25
Laundry	3 139 61	2 655 50	484 11
Bookstore	6 661 60	5 119 48	1 542 12
Beauty parlor	368 79	248 29	120 50
Total Expenses	$185 103 86	$159 134 65	$25 969 21
Net Income (Exhibit "B")	$ 13 253 85	$ 12 793 60	$ 460 25

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BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

STATEMENT OF INCOME IN DETAIL

CURRENT FUND

Years Ended June 30, 1942, and June 30, 1941 — EXHIBIT "D"

	Year Ended 6-30-42	Year Ended 6-30-41	Increase Decrease
2 **Student Fees:**			
Matriculation	$ 2 065 00	$ 1 900 00	$ 165 00
Tuition	37 681 77	33 943 84	3 737 93
Laboratory	2 273 00	1 494 50	778 50
Household arts and applied arts	422 00	397 00	25 00
Student activities	2 701 50	2 359 50	342 00
Medical	1 743 00	1 516 00	227 00
Music	2 841 25	1 626 50	1 214 75
Diploma fees	465 00	290 00	175 00
Teacher training	760 00	520 00	240 00
Tuition - typing	25 50	28 50	3 00
Library fees	140 04		140 04
Community Leadership Workshop (summer)	1 540 00		1 540 00
Late registration	222 00		222 00
Total Student Fees (Exhibit "C")	$ 52 880 06	$ 44 073 84	$ 8 804 22
Nursery School Fees (Exhibit "C")	$ 1 010 00	$ 997 17	$ 12 83
Appropriations:			
Board of Education of the Methodist Church	$ 12 500 00 ✓	$ 12 500 00 ✓	$ -
Women's Division of Christian Service	12 700 00 ✓	12 500 00	200 00
Total Appropriations (Exhibit "C")	$ 25 200 00	$ 25 000 00	$ 200 00
Gifts and Grants:			
North Carolina Conference	$ 778 59 ✓	$ 1 560 42 ✓	$ 781 83
Carnegie Corporation (books)	2 363 87 ✓	1 472 40	891 47
General Education Board Study of Curriculum	3 000 00 ✓	3 000 00	
North Carolina State Board of Health	1 500 00 ✓		1 500 00
Payne Fund	1 600 00 ✓		1 600 00
Phelps-Stokes Fund	100 00 ✓	200 00	100 00
Miscellaneous gifts	2 145 79	3 846 67	1 700 88
Total Gifts and Grants	$ 11 488 25	$ 10 079 49	$ 1 408 76
Less: Gifts for summer activities (deferred income)	1 639 37 X		1 639 37
Net Gifts and Grants (Exhibit "C")	$ 9 848 88	$ 10 079 49	$ 230 61

Forwarded

EXHIBIT "D" - Page 2

	Year Ended 6-30-42	Year Ended 6-30-41	Increase Decrease
Endowment Income:			
Interest on bonds and dividends on stock, less custodian expenses (Exhibit "C")	$ 16 562 20	$ 16 457 74	$ 104 46
Auxiliary Enterprises:			
Dining Hall - meals served	$ 60 898 71	$ 49 008 81	$11 889 90
Dormitories and home-rentals	17 744 15	15 093 74	2 650 41
Laundry - fees	4 452 20	3 960 83	491 37
Book store - sale of books and supplies	6 683 44	5 149 08	1 534 36
Beauty parlor - hairdressing, etc.	474 85	250 55	224 30
Total Auxiliary Enterprises (Exhibit "C")	$ 90 253 35	$ 73 463 01	$16 790 34
Miscellaneous:			
Rentals - investment properties	$ 744 20	$ 652 09	$ 92 11
Gifts for scholarships and prizes	763 50	595 45	168 05
Gate receipts - athletics and lyceum	557 50	135 77	421 73
Rentals - academic attire	265 60	180 35	85 25
Sundry	272 42	291 34	18 92
Total Miscellaneous (Exhibit "C")	$ 2 603 22	$ 1 855 00	$ 748 22
Total Income (Exhibit "C")	$198 337 71	$171 928 25	$26 429 46

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

STATEMENT OF EXPENSES IN DETAIL

CURRENT FUND

Years Ended June 30, 1942, and June 30, 1941

EXHIBIT "E"

	Year Ended 6-30-42	Year Ended 6-30-41	Increase Decrease
Administrative and General:			
Salaries (Schedule 2)	$ 11 292 66	$ 11 558 62	$ 265 96
Traveling	513 89	531 22	17 33
Telephone and telegraph	551 52	514 42	37 10
Stationery, printing and postage	1 083 40	1 032 99	50 41
Associations, memberships and meetings	532 04	378 25	153 79
Commencement	193 10	228 34	35 24
Supplies and replacements	509 59	617 53	107 94
Advertising and soliciting	994 82	1 187 57	192 75
Professional services	391 83	235 00	156 83
Miscellaneous	38 67	164 35	125 68
Total Administrative and General (Exhibit "C")	$ 16 101 52	$ 16 448 29	$ 346 77
Educational:			
Salaries (Schedule 2)	$ 45 932 83	$ 40 387 17	$ 5 545 66
Salaries - students	660 38	596 74	63 64
Laboratory supplies	1 511 99	901 61	610 38
Travel - curriculum study	345 12		345 12
Other supplies and expenses	2 289 92	1 457 83	832 09
Library:			
Salaries (Schedule 2)	2 107 50	2 356 64	249 14
Wages	196 11		196 11
Magazines and newspapers	371 19	382 99	11 80
Supplies	377 30	356 12	21 18
Nursery School:			
Salaries (Schedule 2)	1 966 00	3 437 00	1 471 00
Wages	430 48	480 69	50 21
Parent-Child Institute	277 97	494 47	216 50
Homemaking Institute	335 39	419 14	83 75
Repairs and replacements	146 20	222 63	76 43
Heat, light and water	450 00	484 00	34 00
Scholarships	131 00	200 00	69 00
Supplies and miscellaneous	774 03	802 26	28 23
Child Health Center (summer):			
Salaries (Schedule 2)	730 34		730 34
Health Camp equipment and food	319 78		319 78
Scholarships	1 000 00		1 000 00
Publicity and other expenses	188 94		188 94
Community Leadership Workshop (summer):			
Salaries (Schedule 2)	1 067 92		1 067 92
Scholarships	617 50		617 50
Publicity and other expenses	114 58		114 58
Total Education (Exhibit "C")	$ 62 342 47	$ 52 979 29	$ 9 563 18
Forwarded			

EXHIBIT "E" - Page 2

	Year Ended 6-30-42	Year Ended 6-30-41	Increase Decrease
Plant Operation and Maintenance:			
Salaries - supervision (Sch. 2)	$ 1 475 00	$ 2 003 33	$ 528 33
Janitorial service	5 496 01	4 710 57	785 44
Care and maintenance of grounds	3 665 01	2 807 33	857 68
Repairs to buildings	2 471 34	1 671 21	800 13
Repairs to furniture and equip't	1 241 17	1 167 26	73 91
Fuel	5 667 33	4 691 84	975 49
Light and power	2 545 15	2 602 28	57 13
Water	1 207 42	1 015 94	191 48
Insurance	2 417 84	2 089 12	328 72
Automobile and truck expense	933 50	1 495 70	562 20
Supplies and replacements	1 949 03	1 510 93	438 10
Total Plant Operation and Maintenance (Exhibit "C")	$ 29 068 80	$ 25 765 51	$ 3 303 29
Student Activities:			
Athletics	$ 320 89	$ 467 63	$ 146 74
Dramatics	472 60	235 94	236 66
Lectures and lyceum	1 027 80	654 14	373 66
Religious organizations	630 84	494 80	136 04
Student publication	270 50	157 63	112 87
Student orchestra	209 78	66 71	143 07
Miscellaneous	364 58	398 10	33 52
Medical service:			
Salaries (Schedule 2)	1 129 50	1 177 50	48 00
Wages	38 00		38 00
Supplies	482 39	411 61	70 78
Total Student Activities (Exhibit "C")	$ 4 946 88	$ 4 064 06	$ 882 82
Scholarships and Prizes - To Students (Exhibit "C")	$ 3 677 00	$ 5 492 43	$ 1 815 43
Other Expenses:			
Public relations:			
Salaries (Schedule 2)	$ 1 260 00	$ 798 33	$ 461 67
Wages	129 97		129 97
Traveling	1 789 71		1 789 71
Supplies and other expenses	1 322 66	1 687 36	364 70
Interest on notes and mortgages	834 73	917 94	83 21
Miscellaneous	379 35	347 94	31 41
Total Other Expenses (Exhibit "C")	$ 5 716 42	$ 3 751 57	$ 1 964 85

Forwarded

EXHIBIT "E" - Page 3

	Year Ended 6-30-42	Year Ended 6-30-41	Increase Decrease
Auxiliary Enterprises:			
Dining Hall:			
Salaries (Schedule 2)	$ 3 338 31	$ 2 472 00	$ 866 31
Salaries and wages - students and others	5 253 78	5 297 75	43 97
Food	29 607 46	24 068 75	5 538 71
Supplies and replacements	1 744 43	1 359 80	384 63
Repairs to buildings and equip't	968 70	534 59	434 11
Laundry	95 35	40 85	54 50
Total Dining Hall (Exhibit "C")	$ 41 308 03	$ 34 073 74	$ 7 234 29
Dormitories and Homes:			
Salaries (Schedule 2)	$ 5 296 00	$ 4 233 33	$ 1 062 67
Salaries and wages - students	1 670 39	1 363 35	307 04
Supplies and replacements	1 992 01	1 529 33	462 68
Repairs to buildings and equip't	2 545 13	1 302 52	1 242 61
Laundry and cleaning	69 21	107 96	38 75
Total Dormitories and Homes (Exhibit "C")	$ 11 572 74	$ 8 536 49	$ 3 036 25
Laundry:			
Salaries and wages - students and others	$ 2 303 71	$ 2 033 71	$ 270 00
Supplies and replacements	686 15	334 80	351 35
Repairs to buildings and equip't	149 75	286 99	137 24
Total Laundry (Exhibit "C")	$ 3 139 61	$ 2 655 50	$ 484 11
Bookstore:			
Salaries (Schedule 2)	$ 297 00	$ 182 00	$ 115 00
Salaries - students	203 25		203 25
Books and supplies	6 161 35	4 937 48	1 223 87
Total Bookstore (Exhibit "C")	$ 6 661 60	$ 5 119 48	$ 1 542 12
Beauty Parlor:			
Commissions and supplies (Exhibit "C")	$ 368 79	$ 248 29	$ 120 50
Total Expenses (Exhibit "C")	$185 103 86	$159 134 65	$25 969 21

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

COMPARATIVE STATEMENT OF INCOME AND EXPENSES WITH BUDGET

Year Ended June 30, 1942

EXHIBIT "F"

	Budget	Actual	Actual Over Under
Income:			
Students' fees	$ 47 580 00	$ 52 880 06	$ 5 300 06
Nursery school	1 000 00	1 010 00	10 00
Appropriations:			
Board of Education of the Methodist Church	12 500 00	12 500 00	
Woman's Division of Christian Service	12 500 00	12 700 00	200 00
Gifts and grants	10 500 00	9 848 88	651 12
Endowment income	16 000 00	16 562 20	562 20
Dining hall	52 000 00	60 898 71	8 898 71
Dormitories and homes	16 490 00	17 744 15	1 254 15
Laundry	4 225 00	4 452 20	227 20
Bookstore	6 000 00	6 683 44	683 44
Beauty parlor	255 00	474 85	219 85
Miscellaneous	1 925 00	2 603 22	678 22
Total Income	$180 975 00	$198 357 71	$17 382 71
Expenses:			
Administrative and general	$ 16 745 00	$ 16 101 52	$ 643 48
Educational	56 450 00	62 542 47	6 092 47
Plant operation and maintenance	26 625 00	29 068 80	2 443 80
Student activities	4 250 00	4 946 88	696 88
Scholarships and prizes	5 500 00	3 677 00	1 823 00
Dining hall	38 600 00	41 308 03	2 708 03
Dormitories and homes	9 350 00	11 572 74	2 222 74
Laundry	2 800 00	3 139 61	339 61
Bookstore	5 600 00	6 661 60	1 061 60
Beauty parlor	200 00	368 79	168 79
Public relations	6 480 00	4 502 34	1 977 66
Other non-educational	1 600 00	1 214 08	385 92
Total Expenses	$174 200 00	$185 103 86	$10 903 86
Equipment purchased from current income	6 050 00	7 195 47	1 145 47
Total	$180 250 00	$192 299 33	$12 049 33
Income in Excess of Expenses and Equipment Purchased	$ 725 00	$ 6 058 38	$ 5 333 38

ENDOWMENT FUND SECURITIES

June 30, 1942

SCHEDULE 1

Description		Par Value	Cost
Central Hanover Bank and Trust Co., New York, N. Y., Custodian:			
Bonds:			
Baltimore & Ohio R. R. Co., Ref. & Gen. "F" Conv. Stpd. 5%	3- 1-96	$ 10 000 00	$ 9 550 00
Boston & Albany R. R. Co., Improvement 4-1/4%	8- 1-78	5 000 00	5 025 00
Cleveland Terminal & Valley R. R. Co., 1st 4%	11- 1-95	10 000 00	9 800 00
Florida Southern R. R. Co., 1st 4%	1- 1-45	10 000 00	10 075 00
Lehigh & Lake Erie R. R. Co., 1st 4-1/2%	3- 1-57	10 000 00	9 800 00
Louisville & Nashville R. R. Co., 1st & Ref. "E" 3-3/4%	4- 1-03	10 000 00	9 750 00
Michigan Central R. R. Co., Grand River Valley R. R., 1st 4%	9- 1-59	10 000 00	9 950 00
Michigan Consolidated Gas Co., 1st 4%	9- 1-63	10 000 00	9 893 75
Missouri, Kansas & Texas Rwy. Co., 1st 4%	6- 1-90	7 000 00	6 527 50
Mohawk & Malone Rwy. Co., Cons. Reg. 3-1/2%	3- 1-02	4 000 00	3 160 00
Montana Power Co., 1st & Ref. 3-3/4%	12- 1-66	10 000 00	9 700 00
New York & Putnam R. R. Co., 1st Cons. Reg. 4%	10- 1-93	10 000 00	9 400 00
Northern Indiana Public Service Co., 1st "A" 3-3/4%	8- 1-69	7 000 00	7 005 00
Public Service Co. of Indiana, 1st "A" 4%	9- 1-69	10 000 00	10 200 00
San Antonio & Arkansas Pass Rwy., 1st 4%	1- 1-43	5 000 00	4 993 75
Sioux City Gas & Electric Co., 1st 4%	7- 1-66	10 000 00	10 250 00
Union Pacific R. R. Co., Deb. 3-1/2%	5- 1-71	10 000 00	10 000 00
West Virginia & Pittsburgh R. R. Co., 1st 4%	4- 1-90	10 000 00	9 900 00
Stock:			
Aluminum Co. of America, $6.00 Cum. Pfd., 88 shares		8 800 00	9 900 00

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SCHEDULE 1 - Page 2

Description	Par Value	Cost
Central Hanover Bank and Trust Co., New York, N. Y., Custodian: (Cont'd)		
Stock: (Cont'd)		
Consolidated Edison Co. of New York, $5.00 Cum. Pfd.	50 shs. N.P.	$ 4 972 25
Consumers Power Co., $4.50 Cum. Pfd.	90 shs. N.P.	9 135 00
General Electric Co., Com.	100 shs. N.P.	3 391 00
Kennecott Cooper Corp., Com.	75 shs. N.P.	2 953 88
Standard Oil Co. of N. J., Com., 100 shares	$ 2 500 00	4 392 00
Sub-Total (Exhibit "A")		$189 724 13
Board of Education of the Methodist Church, Nashville, Tennessee, Custodian:		
Stock:		
William R. Warner & Co., 6% 1st Pfd., 750 shares	75 000 00	$ 75 000 00
William R. Warner & Co., 4% 2nd Pfd., 750 shares	75 000 00	75 000 00
Sub-Total (Exhibit "A")		$150 000 00
Securities on Hand (H/O Bennett College):		
U. S. Defense Bonds, Series F, due 1954	700 00	$ 518 00
Total		$340 242 13

SALARIES PAID

Year Ended June 30, 1942

SCHEDULE 2

Classification and Name		Amount	Total
Administrative: (Exhibit "E")			
David D. Jones, President:			
Cash	$4 500 00		
2 Board and rent	1 800 00	$ 6 300 00	
Almore M. Dale, Business Manager		1 050 00	
Theophile C. Taylor, Secretary-Bookkeeper		1 850 00	
Du Donna E. Tate, Clerk		1 000 00	
Marie M. Whiting, Stenographer		375 00	
Mathew F. Bland, Office Assistant		245 00	
Student assistants, clerks, etc.		472 66	$ 11 292 66
Educational: (Exhibit "E")			
James Alcott		$ 620 00	
William A. Banner		1 735 00	
Lenore M. Barry		1 165 25	
Gertrude E. Brown		900 00	
Mildred A. Burris		1 810 00	
Erostine E. Coles		1 400 00	
Edgar Dale		1 200 00	
Maggie B. Daniel		1 630 00	
Melba B. Dennis		720 00	
R. Nathaniel Dett		3 075 00	
Helen E. Dett		1 152 00	
Aron C. Dutton		1 450 00	
Charles M. Ford		1 650 00	
F. Nathaniel Gatlin		1 450 00	
Edwia Graham		810 00	
Rufus V. Grigsby		1 650 00	
Naomi A. Jeter		1 260 00	
Frances E. Johnson		1 400 00	
Coragreene Johnstone		1 800 00	
Bessie R. Jones		2 260 00	
Donald S. Klaiss		591 00	
Pritchett A. Klugh		360 00	
Willa B. Player		2 400 00	
Blanche R. Raiford		1 400 00	
Virginia L. Simmons		1 950 00	
Hilda J. Smith		656 25	
Prince A. Taylor		1 715 00	
Ellen G. Torrence		1 035 00	
Alberta B. Turner		1 890 00	
John G. Turner		1 395 00	
Barbara A. Ware		1 665 00	
Albert N. Whiting		1 500 00	
Miscellaneous assistants		238 33	45 932 83

Forwarded

SCHEDULE 2 - Page 2

Classification and Name	Amount	Total
Forwarded		
Library: (Exhibit "E")		
Constance H. Marteena	$ 1 300 00	
Willie M. Grimes	807 50	$ 2 107 50
Nursery School: (Exhibit "E")		
George H. Evans, M. D.	$ 200 00	
Nettie Nash	700 00	
Myrtle E. Thompson	1 026 00	
2 Izora Woodson	40 00	1 966 00
Child Health Center: (Exhibit "E")		
Sankie M. Everett	$ 110 00	
Muriel Petioni, M. D.	187 50	
Eva Pittman	67 50	
Alberta B. Turner	105 00	
Ellen G. Torrence	115 00	
Barbara A. Ware	83 00	
Miscellaneous assistants	62 34	730 34
Community Leadership Workshop: (Exhibit "E")		
Lenore M. Barry	$ 67 25	
Aaron C. Dutton	50 00	
Rubyline Glover	106 67	
Evelyn S. Grigsby	60 00	
Rufus V. Grigsby	150 00	
Hilda J. Smith	75 00	
Myrtle E. Thompson	114 00	
Alberta B. Turner	105 00	
John C. Turner	155 00	
Barbara A. Ware	102 00	
Albert N. Whiting	83 00	1 067 92
Plant Operation and Maintenance: (Exhibit "E")		
Lawrence W. Rogers		1 475 00
Student Health (Medical Services): (Exhibit "E")		
W. C. Corwin, M. D.	$ 200 00	
George H. Evans, M. D.	205 00	
Izora Woodson	724 50	1 129 50
Forwarded		

SCHEDULE 2 - Page 3

Classification and Name	Amount	Total
Forwarded		
Public Relations: (Exhibit "E")		
Lois Taylor		$ 1 260 00
Dining Hall: (Exhibit "E")		
Addie Hairston	$ 1 387 50	
Bertha L. Joyner	877 75	
Pauline Spruill	810 00	
Elsie L. Payne	208 06	
Jaunita Burnside	55 00	3 338 31
Dormitories: (Exhibit "E")		
Addie T. Donnell	$ 445 00	
Geraldine Donnell	177 50	
Sankie M. Everett	412 50	
Ophelia B. Green	650 00	
Evelyn S. Grigsby	1 045 00	
Mamie B. McLaurin	1 320 00	
Ella M. Reaves	900 00	
Frances S. Ritchie	180 00	
Miscellaneous assistants	166 00	5 296 00
Bookstore: (Exhibit "E")		
Carolyn W. Ford		297 00
Total		$ 75 893 06

INSURANCE IN FORCE

June 30, 1942

SCHEDULE 3

	Co-Insurance	Amount
Educational Properties:		
(Buildings and contents)		
Fire and windstorm - blanket	90%	$765 000 00
Investment Properties:		
Fire:		
3 dwellings - Greensboro (Lee Street)		11 400 00
1 dwelling - High Point		2 000 00
1 dwelling - Winston-Salem		2 000 00
Automobiles:		
Chrysler and Chevrolet sedans (each):		
Fire and theft		Actual value
Public liability - injury		5/10 000 00
Public liability - property damage		5 000 00
Collision		$50.00 Deductible
Chevrolet truck:		
Fire and theft		Actual value
Public damage - injury		5/10 000 00
Fidelity Bonds:		
David D. Jones - President		2 500 00
Mrs. Theophile C. Taylor - Secretary-Bookkeeper		2 500 00
Almore M. Dale - Business Manager		2 500 00
Workmen's Compensation		N. C. Law

BENNETT COLLEGE

Greensboro, North Carolina

Report On

A U D I T

Year Ended

JUNE 30, 1941

OFFICERS

DAVID D. JONES
President

MRS. THEO. C. TAYLOR
Secretary-Bookkeeper

BOARD OF TRUSTEES

W. C. JACKSON
President

MRS. W. RAYMOND BROWN
Secretary

MRS. W. H. C. GOODE
Vice - President

THOMAS F. HOLGATE
Treasurer

DAVID D. JONES
Assistant Treasurer

TERM EXPIRES 1942

Mrs. H. C. Black	Johnson City	Tenn.
Mrs. Harry E. James	New York	N. Y.
Mrs. Julius W. Cone	Greensboro	N. C.
Henry H. Crane	Detroit	Mich.
Mrs. W. H. C. Goode	Sidney	Ohio
W. C. Jackson	Greensboro	N. C.
Robert E. Jones	Columbus	Ohio
Mrs. M. L. Robinson	New York	N. Y.
Mrs. Nan Goode Smith	Fayetteville	N. C.

TERM EXPIRES 1943

C. Everett Bacon	New York	N. Y.
Mrs. Florence D. Carroll	Washington	D. C.
Mrs. Foss Zartman	Lima	Ohio
Garfield D. Merner	San Mateo	Calif.
Mrs. Maggie Simpson Matthews	Detroit	Mich.
John H. Race	New York	N. Y.
W. M. York	Greensboro	N. C.
A. P. Shaw	Baltimore	Md.

TERM EXPIRES 1944

Mrs. W. Raymond Brown	East Aurora	N. Y.
Mrs. D. H. Hargis	Wilmington	Del.
Thomas F. Holgate	Evanston	Ill.
Albert G. Odell	Clifton Springs	N. Y.
Silas A. Peeler	Greensboro	N. C.
Mrs. Henry Pfeiffer	New York	N. Y.
Mrs. M. C. Slutes	Cincinnati	Ohio
Miss Louise Young	Nashville	Tenn.

I N D E X

June 30, 1941

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ESTABLISHED 1908

A. M. PULLEN & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

SOUTHEASTERN BUILDING

GREENSBORO, N. C.

GEORGE E. PERRIN, C.P.A.
J.A. RENNIE, C.P.A.
E.T. BASS, C.P.A.
C.A. BEAN, C.P.A.
T. ROY GRUBBS, C.P.A.
A.F. STEWART, C.P.A.
CHAS. F. STRANDBERG, C.P.A.

GREENSBORO, N.C.
RALEIGH, N.C.
RICHMOND, VA.
WINSTON SALEM, N.C.

August 9, 1941

To the President and Board of Trustees,
Bennett College,
Greensboro, North Carolina.

Gentlemen:

We have audited the financial records of

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA,

for the fiscal year ended June 30, 1941, and now submit our report, consisting of the exhibits and schedules listed in the preceding index, and the following comments:

FINANCIAL POSITION

The financial position of the College at June 30, 1941, is presented in Exhibit "A", Balance Sheet. This statement has been prepared so as to reflect the financial position of the following funds of the College:

Current Fund
Endowment Fund
Property Improvement Fund
Building Fund
Capital Fund

Our comments pertaining to each of the above funds follow:

CURRENT FUND

The Current Fund is the operating or working fund of the College. All items of current revenue and expenses flow through the accounts of this fund.

The assets and liabilities of the Current Fund were verified as follows:

Cash on hand in petty cash fund was counted, and cash on deposit was verified by reconcilement of balances certified to us by the Security National Bank, Greensboro, North Carolina. Appropriations receivable were verified by confirmation from the pledgors or by ascertaining their subsequent collection. We did not confirm directly the accounts receivable from students, but we did ascertain that the aggregate of the detail agreed with the control account maintained in the general ledger. The reserve for doubtful accounts is equal to approximately 50% of the total amount of accounts receivable and appears to be adequate. Accrued interest on securities in the Endowment Fund was verified by computation. The inventory of supplies was taken and priced by your employees, and our verification was limited to a test of its mathematical accuracy. Prepaid insurance is stated as computed by your insurance agents.

Accounts payable were not verified beyond the inspection of creditors' statements or invoices on file. Wages payable represent earned but unpaid wages as shown by the pay roll records. Note payable to Board of Education of the Methodist Church was verified by certification received from the Board Office. Prepaid student fees represent credit balances in the detail students' ledger. Accrued interest payable was verified by computation.

In addition to the above, we traced the recorded cash receipts to their deposit in bank and verified the cash disbursements by the inspection of properly executed and endorsed bank checks. We also examined invoices or other documentary evidence in support of disbursements.

At the date of this report we had not received reply to our request for confirmation of receipts from The Woman's Home Missionary Society, Lima, Ohio, which, according to the records, totaled $4,875.00, and which were received during the period from July 1, 1940, to December 31, 1940.

ENDOWMENT FUNDS

The securities and uninvested cash comprising these funds are held by the Central Hanover Bank & Trust Company, New York, and the Board of Education of the Methodist Church, Nashville, Tennessee, Custodians. These institutions confirmed to us the amount and description of the assets held at June 30, 1941.

There was a net increase of $593.25 in the total Endowment Funds during the year occasioned by the following:

Increases:		
Gifts for Endowment:		
Faculty and Senior Class	$850 75	
Mrs. A. B. Stewart	500 00	
Arthur Reed	10 00	$1 360 75
Profit on sale of $5,000.00 par value Southern Kraft Corp. bonds		75 00
Total Increases (Forwarded)		$1 435 75

Forwarded	$1 435 75
Decrease:	
Loss on required exchange of Brooklyn Manhattan Transit Co. bonds for New York City corporate stock and subsequent sale of the stock	842 50
Net Increase (As Above)	$ 593 25

The General Education Board has advised us that on April 4, 1940, an appropriation of $200,000.00 was made toward $500,000.00 for Endowment, on condition (1) that cash and/or collectible pledges for the total supplemental sum shall be secured by or before June 30, 1942, and (2) that after such cash and/or pledges have been secured, pro rata payment by the Board shall be made against such cash and against cash and securities received in payment or on account of such pledges by or before June 30, 1945. This appropriation has not been recorded on the books of the College inasmuch as no funds had been received at June 30, 1941, no expenditures made, and at that date the conditions governing the appropriation had not been complied with.

PROPERTY IMPROVEMENT FUND

The assets of this Fund at June 30, 1941, represent capital outlays for campus improvements (landscaping, streets and walks) which work was in process of completion at that date.

BUILDING FUND

During the late fall of 1940, the College began the construction of Annie Merner Pfeiffer Chapel and Carrie Barge Dormitory at an estimated cost of approximately $235,000.00. At June 30, 1941, these buildings were nearing completion, and costs incurred in their construction and furnishings, as indicated by Exhibit "A", amounted to $187,486.82 (to June 10, 1941, date of contractor's last estimate).

The following donors pledged the entire cost of this undertaking:

Mrs. Henry Pfeiffer	$150 000 00
The Woman's Home Missionary Society	81 000 00
Income from a portion of Mrs. Henry Pfeiffer's donation temporarily invested	1 083 32
Total Pledged and Earned	$232 083 32

At June 30, 1941, the College had received $50,000.00 of Mrs. Pfeiffer's pledge and the $81,000.00 pledged by The Woman's Home Missionary Society. The amount of $1,083.32 representing income from funds temporarily invested (dividends on stock) had also been collected at that date.

CAPITAL FUND

The assets of this Fund represent the completed fixed properties of the College, including land, buildings, equipment, and rental real estate.

The balances of notes and mortgages payable in connection with the purchase of certain of the fixed assets are shown in detail in Exhibit "A", and were verified by confirmations received from the holders of the obligations.

RESULTS OF OPERATIONS - CURRENT FUND

Results of operations for the current year and the preceding year are shown in Exhibit "C", a brief summary of which follows:

	Year Ended June 30, 1941	Year Ended June 30, 1940	Increase
Income	$171 928 25	$156 610 59	$15 317 66
Less: Expenses	159 134 65	148 562 25	10 572 40
Net Income	$ 12 793 60	$ 8 048 34	$ 4 745 26

A comparison between the budget and actual income and expenses for the year under review is shown in Exhibit "F", a condensed summary of which follows:

	Budget	Actual	Actual Over Budget
Income	$161 820 00	$171 928 25	$10 108 25
Expenses	156 270 00	159 134 65	2 864 65
Net Income	$ 5 550 00	$ 12 793 60	$ 7 243 60
Equipment purchased from current income	5 550 00	5 634 75	84 75
Income in Excess of Expenses and Equipment Purchases	$ -	$ 7 158 85	$ 7 158 85

We were informed that the enrollment for the school year ended June 30, 1941, was 380 students as compared with 356 for the previous year.

GENERAL

Insurance in force at June 30, 1941, is shown in Schedule 3.

No contingent liabilities were reported to us or disclosed during the course of our audit.

CERTIFICATE

Subject to the foregoing comments, in our opinion, the accompanying statements present fairly the financial position of Bennett College at June 30, 1941, and the results of its operations for the fiscal year ended that date.

Respectfully submitted,

Certified Public Accountants.

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

BALANCE SHEET

June 30, 1941

ASSETS			LIABILITIES	
CURRENT FUND				
			Accounts payable - trade	
Bank,	$ 100 00			
	2 089 46	$ 2 189 46	Wages payable	
			Note payable - Board of Education of the Methodist Church	
dist Church	$ 3 112 00			
Service	5 00			
	750 00	3 867 00	Deferred income - prepaid student fees	
	$ 2 219 91			
unts	1 110 00	1 109 91	Accrued interest payable	
urities		3 427 31	Due to other funds: (As below)	
			Building Fund	
		575 66	Endowment Fund	
			Surplus (Exhibit "B")	
	$ 2 128 17			
	34 58	2 162 75		
		$ 13 332 09		Total
ENDOWMENT FUND				
pany,			Funds:	
1)	$200 114 75		General Education Board Fund	
	555 31	$200 670 06	Mr. and Mrs. Henry Pfeiffer Fund	
			Faculty Club Scholarship Fund	
st Church,			Nannie A. Foulkes Fund	
1)	$153 015 00		Student Aid Fund	
	359 58	153 374 58	General Endowment Fund	
			Fannie M. Clair Fund	
		1 360 75		
		$355 405 39		Total

Continued

ASSETS

LIABILITI

PROPERTY IMPROVEMENT FUND

ss of

Campus Improvement Fund - Sundry donors

$ 1 158 10	
1 173 78	
$ 2 331 88	Total

BUILDING FUND

process

Accounts payable - contractor, architect, etc.

pel:

$ 98 756 81		
750 00		
194 98	$ 99 701 79	
83 209 19		
3 840 32		
497 27		
108 27		
129 98	87 785 03	$187 486 82

Source of funds:
Mrs. Henry Pfeiffer
The Woman's Home Missionary Society
Income from funds temporarily invested

100 000 00

bove)

2 011 44

ings based on last
harles W. Angle, Inc.,
0, 1941.

$289 498 26	Total

ASSETS

	$205 950 00	
	778 151 15	
	111 987 39	
	20 665 00	$1 116 753 54
, N. C.	$ 4 125 00	
, N. C.	3 500 00	
lem, N. C.	4 000 00	11 625 00

based on appraisal
uent additons at cost.

$1 128 378 54

LIABILITI

CAPITAL FUND

Notes payable:
Guilford National Bank,
Greensboro, N. C.
Board of Education of the
Methodist Church

Mortgages payable:
North Carolina Mutual Life
Insurance Co.
Home Building and Loan Association

Surplus (Invested in fixed assets - from
gifts, accumulations and Current Fund
contributions) (Exhibit "B")

Total

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

ANALYSIS OF SURPLUS

Year Ended June 30, 1941

EXHIBIT "B"

CURRENT FUND

Balance - July 1, 1940			$ 1 040 67
Additions:			
Excess of income over expenses for year (Exhibit "C"):			
Income	$171 928 25		
Expenses	159 134 65	$12 793 60	
Collection of old students' accounts previously charged off		66 17	12 859 77
Total			$13 900 44
Deductions:			
Payments from Current Fund for the Capital Fund:			
Equipment purchased:			
Administrative	$ 239 99		
Educational	556 32		
Library (books)	2 753 80		
Dining Hall	1 001 50		
Dormitories	1 083 14	$ 5 634 75	
Completing third floor Pfeiffer Hall		1 039 64	
Fences, walks, and streets		4 566 29	
Reduction of Capital Fund notes and mortgages payable		1 784 39	
Total		$13 025 07	
Increase in reserve for doubtful students' accounts		695 62	13 720 69
Balance - June 30, 1941 (Exhibit "A")			$ 179 75

Forwarded

CAPITAL FUND

Balance - July 1, 1940		$1 081 716 35
Additions:		
Payments from Current Fund for the Capital Fund (as detailed under analysis of Current Fund Surplus - above)	$13 025 07	
Completed work on fences, streets, and walks transferred from Property Improvement Fund	15 433 71	28 458 78
Balance - June 30, 1941 (Exhibit "A")		$1 110 175 13

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

CONDENSED STATEMENT OF NET INCOME

CURRENT FUND

Years Ended June 30, 1941, and June 30, 1940

EXHIBIT "C"

	Years Ended 6-30-41	Years Ended 6-30-40	Increase Decrease
Income: (Exhibit "D")			
Student fees	$ 44 075 84	$ 40 611 00	$ 3 464 84
Nursery school fees	997 17	1 177 93	180 76
Appropriations	25 000 00	25 000 00	
Gifts and grants	10 079 49	9 386 23	693 26
Endowment income	16 457 74	15 784 55	673 19
Auxiliary enterprises:			
Dining Hall	49 008 81	42 200 85	6 807 96
Dormitories and homes	15 093 74	13 034 50	2 059 24
Laundry	3 960 83	3 451 60	509 23
Bookstore	5 149 08	4 650 32	498 76
Beauty parlor	250 55		250 55
Miscellaneous	1 855 00	1 313 61	541 39
Total Income	$171 928 25	$156 610 59	$15 317 66
Expenses: (Exhibit "E")			
Administrative and general	$ 16 448 29	$ 16 745 01	$ 296 72
Educational	52 979 29	47 246 32	5 732 97
Plant operation and maintenance	25 765 51	22 987 01	2 778 50
Student activities	4 064 06	3 645 14	418 92
Scholarships and prizes	5 492 43	8 594 58	3 102 15
Other expenses	3 751 57	2 663 95	1 087 62
Auxiliary enterprises:			
Dining Hall	34 073 74	31 588 27	2 485 47
Dormitories and homes	8 536 49	8 620 76	84 27
Laundry	2 655 50	1 917 40	738 10
Bookstore	5 119 48	4 553 81	565 67
Beauty parlor	248 29		248 29
Total Expenses	$159 134 65	$148 562 25	$10 572 40
Net Income (Exhibit "B")	$ 12 793 60	$ 8 048 34	$ 4 745 26

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

STATEMENT OF INCOME IN DETAIL

CURRENT FUND

Years Ended June 30, 1941, and June 30, 1940

EXHIBIT "D"

	Years Ended 6-30-41	Years Ended 6-30-40	Increase Decrease
2 **Student Fees:**			
Matriculation	$ 1 900 00	$ 1 765 00	$ 135 00
Tuition	33 943 84	31 581 00	2 362 84
Laboratory	1 494 50	1 206 00	288 50
Household arts and applied arts	397 00	318 75	78 25
Student activities	2 359 50	2 222 50	137 00
Medical	1 516 00	1 331 50	184 50
Music	1 626 50	1 131 00	495 50
Diploma fees	290 00	235 00	55 00
Teacher training	520 00	390 00	130 00
Tuition - typing	28 50	65 25	36 75
Extension department		359 00	359 00
Late registration		6 00	6 00
Total Student Fees (Exhibit "C")	$ 44 075 84	$ 40 611 00	$ 3 464 84
Nursery School Fees: (Exhibit "C")	$ 997 17	$ 1 177 93	$ 080 76
Appropriations:			
Board of Education of the Methodist Church	$ 12 500 00	$ 12 500 00	$ -
Woman's Division of Christian Service	12 500 00	12 500 00	
Total Appropriations (Exhibit "C")	$ 25 000 00	$ 25 000 00	$ -
Gifts and Grants:			
North Carolina Conference	$ 1 560 42	$ 379 55	$ 1 180 87
Carnegie Corporation (books)	1 472 40		1 472 40
Miscellaneous gifts	3 796 67	1 192 33	2 604 34
Woman's Home Missionary Society		3 000 00	3 000 00
For Nursery School:			
General Education Board	3 000 00	4 780 00	1 780 00
Phelps-Stokes Fund	200 00		200 00
Miscellaneous gifts	50 00	34 35	15 65
Total Gifts and Grants (Exhibit "C")	$ 10 079 49	$ 9 386 23	$ 693 26
Endowment Income:			
Interest on bonds and dividends on stock less custodian expense (Exhibit "C")	$ 16 457 74	$ 15 784 55	$ 673 19
Forwarded			

EXHIBIT "D" - Page 2

	Years Ended 6-30-41	Years Ended 6-30-40	Increase Decrease
Auxiliary Enterprises: (Exh. "C")			
Dining Hall - meals served	$ 49 008 81	$ 42 200 85	$ 6 807 96
Dormitories and homes - room and house rents	15 093 74	13 034 50	2 059 24
Laundry - fees	3 960 83	3 451 60	509 23
Bookstore - sale of books and supplies	5 149 08	4 650 32	498 76
Beauty parlor - hair dressing, etc.	250 55		250 55
Total Auxiliary Enterprises	$ 73 463 01	$ 63 337 27	$10 125 74
Miscellaneous:			
Rent from investment properties	$ 652 09	$ 338 75	$ 313 34
Gifts for scholarships and prizes	595 45	270 00	325 45
Gate receipts - athletics and lyceum	135 77	155 25	19 48
Rental service - academic attire	180 35	157 00	23 35
Sundry	291 34	392 61	191 27
Total Miscellaneous (Exhibit "C")	$ 1 855 00	$ 1 313 61	$ 541 39
Total Income (Exhibit "C")	$171 928 25	$156 610 99	$15 317 66

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

STATEMENT OF EXPENSES IN DETAIL

CURRENT FUND

Years Ended June 30, 1941, and June 30, 1940

EXHIBIT "E"

	Years Ended 6-30-41	Years Ended 6-30-40	Increase Decrease
Administrative and General:			
Salaries (Schedule 2)	$ 11 558 62	$ 10 817 03	$ 741 59
Traveling	531 22	505 14	26 08
Telephone and telegraph	514 42	591 38	76 96
Stationery, printing, and postage	1 032 99	1 102 51	69 52
Associations, memberships, and meetings	378 25	496 45	118 20
Commencement	228 34	319 69	91 35
Supplies and replacements	617 53	1 020 54	403 01
Advertising and soliciting	1 187 57	1 572 66	385 09
Professional services	235 00	235 00	
Miscellaneous	164 35	84 61	79 74
Total Administrative and General (Exhibit "C")	$ 16 448 29	$ 16 745 01	$ 296 72
Educational:			
Salaries (Schedule 2)	$ 40 387 17	$ 34 794 37	$ 5 592 80
Salaries - students	596 74	145 31	451 43
Laboratory supplies	901 61	939 04	37 43
Other supplies and expense	1 457 83	1 310 93	146 90
Extension department		56 43	56 43
Library:			
Salaries (Schedule 2)	2 356 64	2 366 85	10 21
Magazines and newspapers	382 99	327 53	55 46
Supplies	356 12	210 24	145 88
Nursery School:			
Salaries (Schedule 2)	3 437 00	3 500 00	63 00
Wages	480 69	456 50	24 19
Parent-Child Institute	494 47	813 41	318 94
Homemaking Institute	419 14	365 25	53 89
Repairs and replacements	222 63	426 85	204 22
Heat, light, and water	484 00	480 00	4 00
Scholarships	200 00	250 00	50 00
Supplies	802 26	803 61	1 35
Total Educational (Exhibit "G")	$ 52 979 29	$ 47 246 32	$ 5 732 97
Plant Operation and Maintenance:			
Salaries - supervision (Sch. 2)	$ 2 003 33	$ 1 167 00	$ 836 33
Janitorial service	4 710 57	4 087 36	623 21
Care and maintenance of grounds	2 807 33	2 979 83	172 50
Repairs to buildings	1 671 21	950 63	720 58

Forwarded

EXHIBIT "E" - Page 2

	Years Ended 6-30-41	Years Ended 6-30-40	Increase Decrease
Plant Operation and Maintenance: (Continued)			
Repairs to furniture & equipment	$ 1 167 26	$ 1 014 15	$ 153 11
Fuel	4 691 84	4 690 64	1 20
Light and power	2 602 28	2 318 89	283 39
Water	1 015 94	1 076 02	60 08
Insurance	2 089 12	2 493 92	404 80
Automobile and truck expense	1 495 70	1 223 47	272 23
Supplies and replacements	1 510 93	985 10	525 83
Total Plant Operation and Maintenance (Exhibit "C")	$ 25 765 51	$ 22 987 01	$ 2 778 50
Student Activities:			
Athletics	$ 467 63	$ 376 91	$ 90 72
Dramatics	235 94	176 77	59 17
Lectures and lyceum	654 14	523 17	130 97
Religious organizations	494 80	248 00	246 80
Student publication	157 63	222 25	64 62
Student orchestra	66 71		66 71
Miscellaneous	398 10	387 25	10 85
Medical service:			
Salaries (Schedule 2)	1 177 50	1 305 00	127 50
Supplies	411 61	405 79	5 82
Total Student Activities (Exhibit "C")	$ 4 064 06	$ 3 645 14	$ 418 92
Scholarships and Prizes - To Students (Exhibit "C")	$ 5 492 43	$ 8 594 58	$ 3 102 15
Other Expenses:			
Public relations:			
Salaries (Schedule 2)	$ 798 33	$ -	$ 798 33
Supplies and expenses	1 687 36	2 036 43	349 07
Interest on notes and mortgages	917 94	337 27	580 67
Miscellaneous	347 94	290 25	57 69
Total Other Expenses (Exhibit "C")	$ 3 751 57	$ 2 663 95	$ 1 087 62

Forwarded

EXHIBIT "E" - Page 3

	Years Ended 6-30-41	Years Ended 6-30-40	Increase Decrease
Auxiliary Enterprises:			
Dining Hall:			
Salaries (Schedule 2)	$ 2 472 00	$ 1 560 00	$ 912 00
Salaries and wages - students and others	5 597 75	6 108 38	510 63
Food	24 068 75	22 123 46	1 945 29
Supplies and replacements	1 359 80	1 339 04	20 76
Repairs to building and equipment	534 59	419 59	115 00
Laundry	40 85	37 80	3 05
Total Dining Hall (Exhibit "C")	$ 34 073 74	$ 31 588 27	$ 2 485 47
Dormitories and Homes:			
Salaries (Schedule 2)	$ 4 233 33	$ 3 850 00	$ 383 33
Salaries and wages - students	1 363 35	953 67	409 68
Supplies and replacements	1 529 33	1 241 31	288 02
Repairs to buildings and equipment	1 302 52	2 466 59	1 164 07
Laundry and cleaning	107 96	109 19	1 23
Total Dormitories and Homes (Exhibit "C")	$ 8 536 49	$ 8 620 76	$ 84 27
Laundry:			
Salaries and wages - students and others	$ 2 033 71	$ 1 426 24	$ 607 47
Supplies and replacements	334 80	458 41	123 61
Repairs to building and equipment	286 99	32 75	254 24
Total Laundry (Exhibit "C")	$ 2 655 50	$ 1 917 40	$ 738 10
Bookstore:			
Salaries (Schedule 2)	$ 182 00	$ 10 65	$ 171 35
Books and supplies	4 937 48	4 543 16	394 32
Total Bookstore (Exhibit "C")	$ 5 119 48	$ 4 553 81	$ 565 67
Beauty Parlor:			
Commissions and supplies (Exhibit "C")	$ 248 29	$ -	$ 248 29
Total Expenses (Exhibit "C")	$159 134 65	$148 562 25	$10 572 40

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

COMPARATIVE STATEMENT OF INCOME AND EXPENSES WITH BUDGET

Year Ended June 30, 1941

EXHIBIT "F"

	Budget	Actual	Actual Over-Under
Income:			
Student fees	$ 42 235 00	$ 44 075 84	$ 1 840 84
Nursery School:			
General Education Board	3 000 00	3 000 00	
Gifts and fees	3 580 00	1 247 17	2 332 83
Appropriations:			
Board of Education of the Methodist Church	12 500 00	12 500 00	
Woman's Division of Christian Service	12 500 00	12 500 00	
Gifts and grants:			
North Carolina Conference	1 000 00	1 560 42	560 42
Miscellaneous gifts	4 000 00	5 269 07	1 269 07
Endowment income	16 000 00	16 457 74	457 74
Dining hall	42 480 00	49 008 81	6 528 81
Dormitories and homes	13 460 00	15 093 74	1 633 74
Laundry	3 555 00	3 960 83	405 83
Bookstore	5 500 00	5 149 08	350 92
Miscellaneous	2 010 00	2 105 55	95 55
Total Income	$161 820 00	$171 928 25	$10 108 25
Expenses:			
Administrative and general	$ 15 825 00	$ 16 448 29	$ 623 29
Educational	52 330 00	52 979 29	649 29
Plant operation and maintenance	24 425 00	25 765 51	1 340 51
Student activities	4 000 00	4 064 06	64 06
Scholarships and prizes	7 250 00	5 492 43	1 757 57
Dining hall	35 000 00	34 073 74	926 26
Dormitories and homes	6 960 00	8 536 49	1 576 49
Laundry	2 900 00	2 655 50	244 50
Bookstore	4 630 00	5 119 48	489 48
Other non-educational	2 950 00	3 999 86	1 049 86
Total Expenses	$156 270 00	$159 134 65	$ 2 864 65
Equipment purchased from current income	5 550 00	5 634 75	84 75
Total	$161 820 00	$164 769 40	$ 2 949 40
Income in Excess of Expenses and Equipment Purchases	None	$ 7 158 85	$ 7 158 85

ENDOWMENT FUND SECURITIES

June 30, 1941

SCHEDULE 1

	Description		Par Value	Cost
	Central Hanover Bank and Trust Company, New York, N. Y., Custodian:			
	Bonds:			
	Adirondack Railway Co., 1st Reg. 4-1/2%	3- 1-42	$10 000 00	$ 9 675 00
2	Baltimore & Ohio R. R. Co., Ref. & Gen. "F" Conv. Stpd. 5%	3- 1-96	10 000 00	9 550 00
	Boston & Albany R. R. Co., Improvement 4-1/4%	8- 1-78	5 000 00	5 025 00
	Central Illinois Public Service Co., 1st "A" 3-3/4%	12- 1-68	6 000 00	6 090 00
	Cleveland Terminal & Valley R. R. Co., 1st 4%	11- 1-95	10 000 00	9 800 00
	Florida Southern R.R.Co., 1st 4%	1- 1-45	10 000 00	10 075 00
	Lehigh & Lake Erie R. R. Co., 1st 4-1/2%	3- 1-57	10 000 00	9 800 00
	Louisville & Nashville R. R. Co., 1st & Ref. "E" 3-3/4%	4- 1-03	10 000 00	9 750 00
	Michigan Central R. R. Co., Grand River Valley R. R., 1st 4%	9- 1-59	10 000 00	9 950 00
	Michigan Consolidated Gas Co., 1st 4%	9- 1-63	10 000 00	9 893 75
	Missouri-Kansas-Texas Rwy. Co., 1st 4%	6- 1-90	7 000 00	6 527 50
	Mohawk & Malone Rwy. Co., Cons. Reg. 3-1/2%	3- 1-02	4 000 00	3 160 00
	Montana Power Co., 1st & Ref. 3-3/4%	12- 1-66	10 000 00	9 700 00
	New York & Putnam R. R. Co., 1st Cons. Reg. 4%	10- 1-93	10 000 00	9 400 00
	New York State Electric & Gas Corp., 1st 4%	8- 1-65	10 000 00	10 175 00
	Northern Indiana Public Service Co., 1st "A" 3-3/4%	8- 1-69	7 000 00	7 005 00
	Pennsylvania Electric Co., 1st & Ref. "F" 4%	5- 1-71	5 000 00	5 087 50
	Public Service Co. of Indiana, 1st "A" 4%	9- 1-69	10 000 00	10 200 00
	San Antonio & Arkansas Pass Rwy., 1st 4%	1- 1-43	5 000 00	4 993 75
	Sioux City Gas & Electric Co., 1st 4%	7- 1-66	10 000 00	10 250 00
	Union Pacific R.R.Co., Deb. 3-1/2%	5- 1-71	10 000 00	10 000 00
	West Virginia &Pittsburgh R. R. Co., 1st 4%	4- 1-90	10 000 00	9 900 00
	Stock:			
	Consolidated Edison Co. of New York, $5.00 Cum. Pfd.		50 shs.N.P.	4 972 25
	Consumers Power Co., $4.50 Cum. Pfd.		90 shs.N.P.	9 135 00
	Sub-Total (Exhibit "A") (Forwarded)			$200 114 75

SCHEDULE 1 - Page 2

Description		Par Value	Cost
Sub-Total (Forwarded)			$200 114 75
Board of Education of the Methodist Church, Nashville, Tennessee, Custodian:			
Bonds:			
Central Illinois Public Service Co., 1st "A" 3-3/4%	12- 1-68	$ 3 000 00	3 015 00
Stock:			
William R. Warner & Co., 6% 1st Pfd. 750 shares		75 000 00	75 000 00
William R. Warner & Co., 4% 2nd Pfd. 750 shares		75 000 00	75 000 00
Sub-Total (Exhibit "A")			$153 015 00
Total			$353 129 75

SALARIES PAID

Year Ended June 30, 1941

SCHEDULE 2

Classification and Name		Amount	Total
Administrative: (Exhibit "E")			
David D. Jones, President:			
Cash	$4 500 00		
Board and rent	1 800 00	$6 300 00	
Theo. C. Taylor, Secretary-Bookkeeper		1 660 00	
Mathew F. Bland, Office Assistant		1 620 00	
B. C. Wyche, Stenographer		1 500 00	
2 Student assistants, clerks, stenographers, etc.		478 62	$11 558 62
Educational: (Exhibit "E")			
W. A. Banner		$1 385 00	
L. M. Barry		1 131 00	
F. V. Bond		1 110 00	
G. E. Brown		740 00	
M. A. Burris		1 760 00	
E. E. Coles		1 245 00	
L. M. Collins		1 062 50	
E. Dale		600 00	
M. B. Daniel		1 580 00	
L. E. Davis		1 000 00	
H. E. Dett		1 050 00	
R. N. Dett		2 900 00	
A. C. Dutton		1 375 00	
C. M. Ford		1 600 00	
F. N. Gatlin		1 470 00	
L. M. Jetton		1 386 00	
B. R. Jones		2 160 00	
D. S. Klaiss		462 00	
P. A. Klugh		2 422 00	
E. H. Miller		675 00	
J. T. Morton		600 00	
W. B. Player		2 320 00	
B. R. Raiford		1 400 00	
R. A. Shaw		1 065 00	
M. Tate		2 445 00	
A. E. Turner		1 000 00	
J. G. Turner		890 00	
S. G. Williams		1 260 00	
M. G. Wyatt		1 660 00	
Miscellaneous assistants		633 67	40 387 17
Library: (Exhibit "E")			
W. M. Grimes		$ 595 00	
C. H. Marteena		1 300 00	
Miscellaneous assistants		461 64	2 356 64
Forwarded			$54 302 43

SCHEDULE 2 - Page 2

Classification and Name	Amount	Total
Forwarded		$54 302 43
Nursery School: (Exhibit "E")		
A. R. Jackson	$ 810 00	
N. M. Nash	180 00	
M. E. Thompson	937 00	
A. E. Turner	1 000 00	
J. G. Turner	510 00	3 437 00
Plant Operation and Maintenance: (Exhibit "E")		
L. W. Rogers	$1 193 33	
V. L. Wright	810 00	2 003 33
Student Health: (Exhibit "E")		
G. H. Evans	$ 405 00	
F. L. Stenson	772 50	1 177 50
Campaign and Public Relations: (Exhibit "E")		
P. A. Taylor		798 33
Dining Hall: (Exhibit "E")		
B. E. Joyner	$ 812 00	
W. M. Williams	1 660 00	2 472 00
Dormitories: (Exhibit "E")		
G. D. Brownlee	$ 630 00	
J. L. Crawford	900 00	
O. B. Green	375 00	
E. S. Griggsby	108 33	
M. B. McLaurin	1 320 00	
E. M. Reaves	900 00	4 233 33
Bookstore: (Exhibit "E")		
B. C. Young		182 00
Total		$68 605 92

INSURANCE IN FORCE

June 30, 1941

SCHEDULE 3

	Co-Insurance	Amount
Educational Properties:		
(Buildings and contents)		
Fire	75% & 80%	$682 600 00
Windstorm	90%	744 900 00
Investment Properties:		
Fire:		
Alamance Road dwelling		500 00
#906 Trinity Street		1 500 00
#900 East Lee Street		3 500 00
High Point dwelling		2 000 00
Winston-Salem dwelling		2 000 00
3 Lee Street dwellings		10 400 00
Automobiles:		
Buick and Chevrolet passenger cars: (each)		
Property damage		5 000 00
Collision		$50.00 deductible
Fire and theft		Actual value
Public liability - injury		5/10 000 00
Chevrolet truck:		
Fire and theft		Actual value
Public liability - injury		5/10 000 00
Fidelity bonds:		
David D. Jones - President		2 500 00
Mrs. Theophile C. Taylor - Secretary-Bookkeeper		2 500 00
Mathew F. Bland - Business Manager		2 500 00
Workmen's Compensation		N. C. law

BENNETT COLLEGE

Greensboro, North Carolina

Report On

A U D I T

Year Ended

JUNE 30, 1940

OFFICERS

DAVID D. JONES
President

MRS. THEO. C. TAYLOR
Secretary-Bookkeeper

BOARD OF TRUSTEES

W. C. JACKSON
President

MRS. W. RAYMOND BROWN
Secretary

MRS. W. H. C. GOODE
Vice-President

THOMAS F. HOLGATE
Treasurer

DAVID D. JONES
Assistant Treasurer

TERM EXPIRES 1941

Mrs. W. Raymond Brown	East Aurora	N. Y.
Mrs. D. H. Hargis	Wilmington	Del.
Thomas F. Holgate	Evanston	Ill.
Albert G. Odell	Clifton Springs	N. Y.
Silas A. Peeler	Greensboro	N. C.
Mrs. Henry Pfeiffer	New York	N. Y.
Mrs. M. C. Slutes	Cincinnati	Ohio

TERM EXPIRES 1942

Mrs. H. C. Black	Johnson City	Tenn.
Mrs. Harry E. James	New York	N. Y.
Mrs. Julius W. Cone	Greensboro	N. C.
Henry H. Crane	Detroit	Mich.
Mrs. W. H. C. Goode	Sidney	Ohio
W. C. Jackson	Greensboro	N. C.
Robert E. Jones	Columbus	Ohio
Mrs. M. L. Robinson	New York	N. Y.
Mrs. Nan Goode Smith	Fayetteville	N. C.

TERM EXPIRES 1943

C. Everett Bacon	New York	N. Y.
Mrs. Florence D. Carroll	Washington	D. C.
Mrs. Foss Zartman	Lima	Ohio
Merrill J. Holmes	Chicago	Ill.
Mrs. Maggie Simpson Matthews	Detroit	Mich.
Miss Louise Young	Nashville	Tenn.
John H. Race	New York	N. Y.
W. M. York	Greensboro	N. C.

I N D E X

June 30, 1940

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ESTABLISHED 1908

A. M. PULLEN & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

SOUTHEASTERN BUILDING

GREENSBORO, N. C.

GEORGE E. PERRIN, C.P.A.
J.A. RENNIE, C.P.A.
E.T. BASS, C.P.A.
C.A. BEAN, C.P.A.
T. ROY GRUBBS, C.P.A.
A.F. STEWART, C.P.A.
CHAS. F. STRANDBERG, C.P.A.

GREENSBORO, N.C.
RALEIGH, N.C.
RICHMOND, VA.
WINSTON SALEM, N.C.

July 18, 1940

To the President and Board of Trustees,

BENNETT COLLEGE,

Greensboro, North Carolina.

Gentlemen:

We have audited the financial records of

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA,

for the fiscal year ended June 30, 1940, and now submit our report, consisting of the exhibits and schedules listed in the preceding index, and the following comments:

FINANCIAL POSITION

The financial position of the College at June 30, 1940, is presented in Exhibit "A", Balance Sheet. This statement has been prepared so as to reflect the financial condition of each of the several funds, and our comments thereon are in the order of arrangement in the balance sheet.

ENDOWMENT FUNDS

The assets comprising these funds are held by either the Security National Bank, Greensboro, North Carolina, or the Board of Education of the Methodist Episcopal Church, Custodians. Each of these institutions confirmed directly to us the amount and description of the assets held at June 30, 1940.

There was a net increase of $656.30 in the total endowment funds during the year, which is accounted for as follows:

Increase:		
Increase in General Education Board Fund resulting from profit on sale of securities		$716 85
Decreases:		
Decrease in General Education Board Fund due to overstatement of the cost of securities at June 30, 1939	$ 1 55	
Decrease in Fannie M. Clair Fund due to the charge-off of the balance in the closed Morris Plan Bank	59 00	60 55
Net Increase (As Above)		$656 30

The General Education Board advised us that on April 4, 1940, an appropriation of $200,000.00 was made toward $500,000.00 for endowment, on condition (1) that cash and/or collectible pledges for the total supplemental sum shall be secured by or before June 30, 1942, and (2) that after such cash and/or pledges have been secured, pro rata payment by the Board shall be made against such cash and against cash and securities received in payment, or on account, of such pledges by or before June 30, 1945. This appropriation has not been recorded on the books of the College inasmuch as no funds had been received at June 30, 1940, no expenditures made, and at that date the conditions governing the appropriations had not been complied with.

PROPERTY IMPROVEMENT FUND

This fund is used largely as a clearing account for the various property improvement and addition projects. Income designated for such projects is credited and the cost of construction is charged to this fund. Upon completion of the construction the total cost of the project is transferred to the Capital Fund as permanent capital. During the year land (Windsor Property), which cost $3,150.00, was purchased through this fund and transferred to the Capital Fund. Also, during the year construction of fence, streets and walks, and landscaping work was begun but had not been completed at June 30, 1940. When these projects have been completed the cost thereof will be transferred to the Capital Fund. Funds for these projects were derived from donations as shown in Schedule 3.

Prior to June 30, 1940, an appropriation of $75,000.00 had been made by the Woman's Home Missionary Society of the Methodist Episcopal Church for the construction of Carrie Barge dormitory building. This appropriation had not been recorded on the books of the College at June 30, 1940, inasmuch as plans for the construction of this dormitory had not been completed or received at that date and no funds had been received or expenditures made.

CAPITAL FUND

This fund represents the fixed properties of the College. Land, buildings and equipment were appraised in 1930 and additions since that time have been set up at cost. Details of the increase in this fund during the year are reflected in Exhibit "B", and are summarized as follows:

Equipment purchased through Current Fund	$ 6 335 81
Land purchased through Property Improvement Fund	3 150 00
Three cottages constructed on campus	12 451 57
Cottage and lot purchased	4 096 06
Reduction in notes payable	508 26
Total Increase	$26 541 70
Less: Liabilities incurred or assumed	15 996 06
Net Increase	$10 545 64

The liabilities incurred or assumed consisted of the following:

Note payable to Guilford National Bank, Greensboro, N. C., due September 23, 1940, proceeds used to pay construction cost of cottages	$ 3 000 00
Mortgages payable to North Carolina Mutual Life Insurance Co., Durham, N. C., due monthly on an amortization plan - proceeds used to pay construction cost of cottages	10 400 00
Mortgage payable to Home Building and Loan Association, Greensboro, N. C., due monthly on amortization plan - assumed in connection with purchase of cottage and lot	2 596 06
Total (As Above)	$15 996 06

The mortgages payable to North Carolina Mutual Life Insurance Company were reduced by a principal payment of $8.26 during the year, and this liability is shown on the balance sheet at $10,391.74.

The amount of $4,000.00 due the Board of Education represents the balance due on loan for the construction of faculty cottages, which is to be repaid in eight annual installments of $500.00 each.

CURRENT FUND

Current Fund Surplus increased $368.22 during the year, or from $672.45 at July 1, 1939, to $1,040.67 at June 30, 1940. Details of the changes in surplus are reflected in Exhibit "B".

The assets and liabilities of the Current Fund were verified as follows:

Recorded cash receipts were traced to their deposit in bank and cash disbursements were verified by the inspection of properly executed and endorsed cancelled bank checks (except those outstanding at June 30, 1940). We also examined invoices or other documentary evidence in support of disbursements. The petty cash fund was counted and balances on deposit at June 30, 1940, were verified by correspondence with depositories.

Accounts receivable from students are stated as shown by the office records without outside verification. The reserve for doubtful accounts is equal to fifty per cent of the total amount and appears to be adequate.

Accrued interest on securities owned was verified by computation.

The inventory of supplies was taken and priced by your employees and our verification was limited to a test of its arithmetical accuracy.

Prepaid insurance was verified by computation.

Accounts payable were not verified beyond the inspection of creditors' statements and invoices on file. Salaries payable represent earned but unpaid salaries as shown by the pay roll records.

Accrued interest was verified by computation.

RESULTS OF OPERATIONS

The results of operations for the fiscal year ended June 30, 1940, as shown in Exhibit "C", supported by Exhibit "D" and sundry schedules, reflect an excess of income over expenses of $8,048.34, as compared with an excess of income over expenses of $13,001.85 for the preceding year.

Exhibit "E" shows the detail of income and expenses of the Auxiliary Departments and reflects a net income of $16,657.03, as compared with a net income of $19,502.54 for the preceding year.

The operating results for the year are compared with budget estimates in Exhibit "F".

GENERAL

Insurance in force is shown in Schedule 5.

No contingent liabilities were reported to us nor disclosed during the course of our audit.

CERTIFICATE

Subject to the foregoing comments, in our opinion, the accompanying statements present fairly the financial position of Bennett College at June 30, 1940, and the results of its operations for the fiscal year then ended.

Respectfully submitted,

11. Certified Public Accountants.

BENNETT COLLEGE, GREENSB

BALANCE S

June 30,

ASSETS

ENDOWMENT

Security National Bank, Greensboro, N. C., Custodian:

Invested (Schedule 1)	$201 007 50	
Cash	430 06	$201 437 56

Board of Education of The Methodist Episcopal Church, Chicago, Ill., Custodian:

Invested (Schedule 1)	$153 015 00	
Cash	359 58	153 374 58
		$354 812 14

PROPERTY IMPRO

Due From Current Fund - Working Balance	$ 456 33

Campus Improvements in Process of Completion:

Landscaping	$ 569 04	
Fence, streets and walks	16 740 22	
		17 309 26
		$ 17 765 59

Conti

EENSBORO, NORTH CAROLINA

ANCE SHEET

30, 1940

EXHIBIT "A"

LIABILITIES

MENT FUND

Funds:

Fannie M. Clair Fund		$ 441 00
General Aducation Board Fund		251 437 56
Mr. & Mrs. Henry Pfeiffer Fund		100 000 00
Nannie A. Foulkes Fund		1 024 93
Student Aid Fund		1 024 92
General Endowment Fund		274 45
Faculty Club Scholarship Fund		609 28
		$354 812 14

IMPROVEMENT FUND

Campus Improvement Fund		$ 593 76
Donations for Campus Improvements:		
Mrs. Henry Pfeiffer	$ 10 000 00	
The Woman's Home Missionary Society of the Methodist Episcopal Church	5 000 00	
Sundry donors (Balance unexpended)	2 171 83	17 171 83
		$ 17 765 59

ontinued

ASSETS

CAPITAL

College Properties:		
Land	$205 950 00	
Buildings	777 111 51	
Equipment	106 352 64	
Streets, walks and drains	665 00	$1 090 079 15
Real Estate:		
House and lot - Winston-Salem, N. C.	$ 4 000 00	
" - High Point, N. C.	3 500 00	
" - Greensboro, N. C.	4 125 00	11 625 00
		$1 101 704 15

CURRENT

Cash:		
On hand - petty fund	$ 100 00	
On deposit - Security National Bank	1 344 17	$ 1 444 17
Accounts Receivable:		
Students	$ 2 127 82	
Less: Reserve for doubtful	1 063 91	1 063 91
Accrued Interest on Endowments		3 408 46
Inventory of Supplies (Book store)		514 07
Prepaid Insurance		2 474 82
		$ 8 905 43

EXHIBIT "A" - Page 2

LIABILITIES

ITAL FUND

	Note Payable (Due September 23, 1940)		$ 3 000 00
	Due to Board of Education		4 000 00
15	Mortgages Payable (Amortization plan):		
	North Carolina Mutual Life Insurance Co.	$10 391 74	
	Home Building and Loan Association	2 596 06	12 987 80
	Capital Fund Surplus:		
00	From gifts, accumulations and Current Fund (Exhibit "B")		1 081 716 35
15			$1 101 704 15

RENT FUND

	Accounts Payable:		
	Sundry trade creditors	$ 6 427 69	
17	Students' prepaid fees	516 45	
	Salaries payable	307 00	$ 7 251 14
	Accrued Interest		157 29
91	Due Campus Improvement Fund		456 33
	Current Fund Surplus (Exhibit "B")		1 040 67
46			
07			
82			
43			$ 8 905 43

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

ANALYSIS OF SURPLUS

Year Ended June 30, 1940

EXHIBIT "B"

	Amount	Total
CURRENT FUND		
2 **Balance - July 1, 1939**		$ 672 45
Additions:		
Collection of old students' accounts previously charged off	$ 52 94	
Excess of income over expenses for year ended June 30, 1940 (Exhibit "C")	8 048 34	
Reserve for Nursery School (expenses paid from Current Fund)	606 92	8 708 20
		$9 380 65
Deductions:		
Equipment purchased from Current Fund and transferred to Capital Fund:		
Educational	$1 792 79	
Library	1 413 21	
Plant operation	273 16	
Book store	90 00	
Dining hall	1 569 06	
Dormitories	1 197 59	$6 335 81
Payments from Current Fund for college properties transferred to Capital Fund		551 57
Reduction of Capital Fund notes		508 26
Increase in reserve for doubtful accounts		711 34
Transferred to reserve for Nursery School (Nursery School fees erroneously included in Current Fund income for prior year)	233 00	8 339 98
Balance - June 30, 1940 (Exhibit "A")		$1 040 67

Forwarded

CAPITAL FUND

		Amount	Total
Balance - July 1, 1939			$1 071 170 71
Additions:			
Equipment purchased from Current Fund transferred to Capital Fund		$ 6 335 81	
Three cottages constructed on campus:			
From Current Fund funds	$ 551 57		
From loan proceeds	11 900 00	12 451 57	
Cottage and lot purchased:			
From loan proceeds	$ 1 500 00		
Assumption of mortgage	2 596 06	4 096 06	
Land (Windsor property) purchased from funds donated for campus improvements - transferred from Property Improvement Fund		3 150 00	
Reduction of note to Board of Education for construction of faculty cottage		500 00	
Reduction of mortgage payable to North Carolina Mutual Life Insurance Company for construction of cottages on campus		8 26	
		$26 541 70	
Less: Liabilities incurred:			
North Carolina Mutual Life Insurance Company	$10 400 00		
Home Building and Loan Association	2 596 06		
Guilford National Bank	3 000 00	15 996 06	10 545 64
Balance - June 30, 1940 (Exhibit "A")			$1 081 716 35

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

INCOME AND EXPENSE - CURRENT FUND

Year Ended June 30, 1940

EXHIBIT "C"

			Amount	Total
Income:				
Student fees	(Schedule 2)		$40 611 00	
Nursery School fees			1 177 93	
Appropriations	(Schedule 3)		25 000 00	
Gifts and grants	(Schedule 3)		9 386 23	
Income from endowments			15 784 55	
Auxiliary enterprises:	(Exhibit "E")			
Dining hall		$42 200 85		
Dormitories and homes		13 034 50		
Laundry		3 451 60		
Book store		4 650 32	63 337 27	
Miscellaneous:				
Rent from investment properties		$ 338 75		
Scholarships and fellowships		270 00		
Athletics - gate receipts		155 25		
Key deposits		22 00		
Transcripts		78 25		
Drayage		46 30		
Caps and gowns		157 00		
Library fines		50 93		
Sundry		195 13	1 313 61	
Total Income				$156 610 59
Expense:				
Administrative and general	(Exhibit "D")		$16 745 01	
Educational	(Exhibit "D")		47 246 32	
Operation and maintenance	(Exhibit "D")		22 987 01	
Student activities	(Exhibit "D")		3 645 14	
Other expense	(Exhibit "D")		11 258 53	
Auxiliary enterprises:	(Exhibit "E")			
Dining hall		$31 588 27		
Dormitories and homes		8 620 76		
Laundry		1 917 40		
Book store		4 553 81	46 680 24	
Total Expense				148 562 25
Excess of Income over Expenses (Exhibit "B")				$ 8 048 34

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

DETAIL OF EXPENSES - CURRENT FUND

Year Ended June 30, 1940 EXHIBIT "D"

		Amount	Total
2	**Administrative and General:** (Exhibit "C")		
	Salaries (Schedule 4)	$10 817 03	
	Traveling	505 14	
	Communications	591 38	
	Publicity, printing and postage	1 102 51	
	Association, memberships and meetings	496 45	
	Commencement	319 69	
	Supplies, expense and replacements	1 020 54	
	Advertising and soliciting	1 572 66	
	Professional services	235 00	
	Sundry	84 61	$ 16 745 01
	Educational: (Exhibit "C")		
	Salaries (Schedule 4)	$34 794 37 ✓	
	Salaries - students	145 31 ✓	
	Laboratory supplies	939 04	
	Other supplies and expense	1 310 93	
	Extension department	56 43	
	Library:		
	Salaries (Schedule 4)	$ 2 366 85 ✓	
	Magazines	327 53	
	Supplies	210 24	2 904 62
	Nursery School:		
	Salaries (Schedule 4)	$ 3 500 00 ✓	
	Wages	456 50	
	Parent-Child Institute	813 41	
	Consumer Institute	365 25	
	Repairs and replacements	426 85	
	Heat, water, light	480 00	
	Scholarships	250 00	
	Supplies	803 61	7 095 62 47 246 32
	Operation and Maintenance: (Exhibit "C")		
	Wages - supervision (Schedule 4)		$ 1 167 00
	Janitorial service		4 087 36
	Care and maintenance of grounds		2 979 83
	Repairs to buildings		950 63
	Repairs to furniture and equipment		1 014 15
	Fuel		4 690 64
	Light and power		2 318 89
	Water		1 076 02
	Insurance		2 493 92
	Trucking		1 223 47
	Supplies and replacements		985 10 22 987 01
	Forwarded		$ 86 978 34

		Amount	Total
Forwarded			$ 86 978 34
Student Activities: (Exhibit "C")			
Athletics		$ 376 91	
Health:			
Salaries (Schedule 4)	$1 305 00		
Supplies	405 79	1 710 79	
Dramatics, etc.		176 77	
Newspaper		222 25	
Religious organizations		248 00	
Lectures and lyceum		523 17	
Miscellaneous		387 25	3 645 14
Other Expenses: (Exhibit "C")			
Scholarships and prizes		$ 8 594 58	
Interest		337 27	
Financial campaign (other than current)		2 036 43	
Miscellaneous		290 25	11 258 53
Total Expenses			$101 882 01

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

DETAIL OF INCOME AND EXPENSES - AUXILIARY DEPARTMENTS

Year Ended June 30, 1940 EXHIBIT "E"

		Amount	Total
Dining Hall:			
Income:			
Meals served (Exhibit "C")		$42 200 85	
Expenses:			
Salaries and wages (Schedule 4)	$ 3 974 97		
Salaries and wages - students	3 693 41		
Food	22 123 46		
Supplies and replacements	1 339 04		
Repairs to equipment and building	419 59		
2 Laundry	37 80		
Total Expenses (Exhibit "C")		31 588 27	
Net Income			$10 612 58
Dormitories and Homes:			
Income: (Exhibit "C")			
Rooms and house rents		$13 034 50	
Expenses:			
Salaries and wages (Schedule 4)	$ 3 850 00		
Salaries and wages - students	953 67		
Supplies and replacements	1 241 31		
Repairs to equipment and buildings	2 466 59		
Laundry and cleaning	109 19		
Total Expenses (Exhibit "C")		8 620 76	
Net Income			4 413 74
Laundry:			
Income:			
Fees (Exhibit "C")		$ 3 451 60	
Expenses:			
Salaries and wages - students	$ 794 04		
Wages	632 20		
Supplies and replacements	458 41		
Repairs	32 75		
Total Expenses (Exhibit "C")		1 917 40	
Net Income			1 534 20
Forwarded			$16 560 52

EXHIBIT "E" - Page 2.

		Amount	Total
Forwarded			$16 560 52
Book Store:			
Income: (Exhibit "C")			
Sale of books and supplies		$ 4 650 32	
Expenses:			
Wages	$ 10 65		
Books and supplies	4 543 16		
Total Expenses (Exhibit "C")		4 553 81	
Net Income			96 51
Total Net Income From Auxiliary Departments			$16 657 03

BENNETT COLLEGE, GREENSB

COMPARATIVE STATEMENT OF INCOME

Year Ended June

EXPENSE

	Expense		Actual	
	Budget	Actual	Over	Under
Administrative and general	$ 15 720 00	$ 16 745 01	$1 025 01	$ -
Educational	52 461 92	47 246 32		5 215 60
Operation and maintenance	24 010 00	22 987 01		1 022 99
Dormitories and homes	6 660 00	8 620 76	1 960 76	
Dining hall	32 800 00	31 588 27		1 211 73
Laundry	2 300 00	1 917 40		382 60
Book store	5 500 00	4 553 81		946 19
Other non-educational	14 800 00	14 903 67	103 67	
Income in excess of expenses	5 893 08	8 048 34	2 155 26	
Totals	$160 145 00	$156 610 59	$5 244 70	$8 779 11

ENSBORO, NORTH CAROLINA

ICOME AND EXPENSE WITH BUDGET

June 30, 1940

EXHIBIT "F"

I N C O M E

	Income		Actual	
	Budget	Actual	Over	Under
Appropriations:				
Board of Education	$ 12 500 00	$ 12 500 00	$ -	$ -
Woman's Home Missionary Society	12 500 00	12 500 00		
Gifts and grants:				
N. C. Conference	1 000 00	379 55		620 45
Churches and conferences	500 00			500 00
Phelps-Stokes Fund	150 00			150 00
Woman's Home Missionary Society		3 000 00	3 000 00	
Miscellaneous gifts	4 500 00	1 192 33		3 307 67
Nursery School:				
General Education Board	4 780 00	4 780 00		
Gifts and fees	1 800 00	1 212 28		587 72
Endowment income	16 000 00	15 784 55		215 45
Student fees	39 890 00	40 611 00	721 00	
Dining hall	41 420 00	42 200 85	780 85	
Dormitories and homes	13 170 00	13 034 50		135 50
Laundry	3 535 00	3 451 60		83 40
Book store	6 400 00	4 650 32		1 749 68
Miscellaneous	2 000 00	1 313 61		686 39
Totals	$160 145 00	$156 610 59	$4 501 85	$8 036 26

ENDOWMENT FUNDS INVESTED

June 30, 1939

SCHEDULE 1

Description			Par Value	Cost
Security National Bank, Greensboro, N. C., Custodian:				
Public Service Co., of Indiana	4%	9- 1-69	$10 000 00	$ 10 200 00
Northern Indiana Public Serv.Co.	3-3/4%	8- 1-69	7 000 00	7 005 00
Adirondack Ry. Co., Reg.	4-1/2%	3- 1-42	10 000 00	9 675 00
Union Pacific R. R. Co.	3-1/2%	5- 1-71	10 000 00	10 000 00
West Va. & Pittsburgh R.R.Co.	4%	4- 1-90	10 000 00	9 900 00
Cleveland Terminal & Valley R. R. Co.	4%	11- 1-95	10 000 00	9 800 00
Michigan Central Grand River Valley R. R. Co.	4%	9- 1-59	10 000 00	9 950 00
Lehigh & Lake Erie Ry. Co.	4-1/2%	3- 1-57	10 000 00	9 800 00
Florida Southern Ry. Co.	4%	1- 1-45	10 000 00	10 075 00
Boston & Albany R. R. Co.	4-1/4%	8- 1-78	5 000 00	5 025 00
Mohawk & Malone Ry. Co., Reg.	3-1/2%	3- 1-02	4 000 00	3 160 00
Louisville & Nashville R.R.Co.	3-3/4%	4- 1-03	10 000 00	9 750 00
Baltimore & Ohio R. R. Co. (Certificate of Deposit)	5%	3- 1-96	10 000 00	9 550 00
New York & Putnam R. R. Co.	4%	10- 1-93	10 000 00	9 400 00
Missouri-Kansas-Texas R.R.Co.	4%	6- 1-90	7 000 00	6 527 50
Pennsylvania Electric Co. 1st & Ref.	4%	5- 1-71	5 000 00	5 087 50
Brooklyn-Manhattan Transit Co.	4-1/2%	5- 1-66	10 000 00	10 000 00
Sioux City Gas & Electric Co.	4%	7- 1-66	10 000 00	10 250 00
Montana Power Co.	3-3/4%	12- 1-66	10 000 00	9 700 00
New York State Gas & Electric Co.	4%	8- 1-65	10 000 00	10 175 00
Southern Kraft Co.	4-1/4%	6- 1-46	5 000 00	5 000 00
San Antonio & Arkansas Pass Ry.	4%	1- 1-43	5 000 00	4 993 75
Michigan Consolidated Gas Co.	4%	9- 1-63	5 000 00	4 825 00
Central Illinois Public Service Co.	3-3/4%	12- 1-68	6 000 00	6 090 00
Michigan Consolidated Gas Co.	4%	9- 1-63	5 000 00	5 068 75
Sub-Total (Exhibit "A")				$201 007 50
Board of Education of the Methodist Episcopal Church, Chicago, Ill., Custodian:				
Central Illinois Public Service Co.	3-3/4%	12- 1-68	$ 3 000 00	$ 3 015 00
750 Shs. William R. Warner 1st preferred			75 000 00	75 000 00
750 Shs. William R. Warner 2nd preferred			75 000 00	75 000 00
Sub-Total (Exhibit "A")				$153 015 00
Total				$354 022 50

STUDENT FEES

Year Ended June 30, 1940

SCHEDULE 2

Item	Amount
Matriculation	$ 1 765 00
Tuition	31 581 00
Laboratory	1 206 00
Household arts	318 75
Student activities	2 222 50
Medical	1 331 50
Music	1 131 00
Diploma fees	235 00
Teacher training	390 00
Extension department	359 00
Late registration	6 00
Tuition - typing	65 25
Total (Exhibit "C")	$40 611 00

APPROPRIATIONS, GIFTS AND GRANTS

Year Ended June 30, 1940

SCHEDULE 3

		Amount	Total
Appropriations:			
Board of Education		$12 500 00	
Woman's Home Missionary Society		12 500 00	
Total Appropriations (Exhibit "C")			$25 000 00
Gifts and Grants:			
Unrestricted:			
Woman's Home Missionary Society		$ 3 000 00	
North Carolina Conference - M. E. Church		379 55	
Sundry		1 192 33	
		$ 4 571 88	
Restricted for Nursery School:			
General Board of Education	$ 4 780 00		
Sundry	34 35	4 814 35	
Total Gifts and Grants (Exhibit "C")			9 386 23
Total			$34 386 23
Donations Specifically Allocated:			
(For Campus Improvements)			
Mrs. Henry Pfeiffer		$10 000 00	
The Woman's Home Missionary Society of the Methodist Episcopal Church		5 000 00	
Sundry		5 321 83	
Received in Current Year			$20 321 83

SALARIES PAID

Year Ended June 30, 1940

SCHEDULE 4

Name		Amount	Total
Administrative: (Exhibit "D")			
Jones, David D., President:			
Cash	$4 200 00		
Board and rent	1 800 00	$ 6 000 00	
Taylor, Theo. C., Secretary-bookkeeper		1 640 01	
Bland, Mathew F., Office assistant		1 560 00	
Wyche, Blanch C., Stenographer		1 250 00	
Sundry office help		367 02	$10 817 03
Educational: (Exhibit "D")			
Banner	William A.	$ 1 135 00	
Barry	Lenore M.	935 00	
Bond	Florence V.	460 00	
Burris	Mildred A.	905 00	
Calis	Erostine E.	460 00	
Carter	Florence H.	850 84	
Daniel	Maggie B.	1 530 00	
Davis	Leonard E.	2 000 00	
Dott	Helen E.	1 050 00	
Dott	R. Nathaniel	2 900 00	
Gatlin	F. Nathaniel	1 400 00	
Jackson	Ruth	645 00	
Jetton	Lydia M.	1 400 00	
Johnson	Frances E.	950 00	
Johnson	Grace H.	1 000 00	
Johnstone	Coregreene	1 650 00	
Kittrell	Flemmie P.	2 325 00	
Klaiss	Donald S.	519 90	
Klugh	Pritchett A.	2 400 00	
Morton	James T., Jr.	1 645 00	
Player	Willa B.	2 082 00	
Raiford	Blanch R.	1 066 67	
Turner	Alberta B.	600 00	
Turner	John G.	1 200 00	
Wells	Timothy R.	1 500 00	
Willis	Texie E.	1 230 00	
Miscellaneous part-time assistants		954 96	34 794 37
Library: (Exhibit "D")			
Marteena	Constance H.	$ 1 345 00	
Grimes	Willie Morehead	800 00	
Students		221 85	2 366 85
	Forwarded		$47 978 25

SCHEDULE 4 - Page 2

Name		Amount	Total
Forwarded			$47 978 25
Nursery School: (Exhibit "D")			
Dickens	Irene L.	$ 450 00	
Kittrell	Flemmie P.	600 00	
Porter	Anne	1 050 00	
Turner	Alberta	1 400 00	3 500 00
Dormitories: (Exhibit "E")			
Bowe	Ophelia R.	$ 975 00	
Dickens	Irene L.	630 00	
McLaurin	M. B.	1 270 00	
Sherrill	Evelyn L.	975 00	3 850 00
Dining Hall: (Exhibit "E")			
Williams	William M.	$ 1 560 00	
Cooks and helpers		2 414 97	3 974 97
Operation and Maintenance: (Exhibit "D")			
Rogers	Lawrence W.	$ 897 00	
Wright	Vivian L.	270 00	1 167 00
Health Service: (Exhibit "D")			
Evans	George H.	$ 405 00	
Stinson	Frances L.	900 00	1 305 00
Total			$61 775 22

2

INSURANCE IN FORCE

June 30, 1940

SCHEDULE 5

	Co-Insurance	Amount
Educational Properties: (Buildings and contents)		
Fire	75% & 80%	$492 900 00
Windstorm	90%	555 900 00
Investment Properties: (Dwellings)		
Fire		5 500 00
Cabin on Leased Land:		
Fire		500 00
Automobiles:		
Chevrolet Truck:		
Personal injury		Limits 10/20M
Fire and theft		Actual value
Buick and Chevrolet Passenger Cars: (Each)		
Property damage		5 000 00
Collision		$50.00 Deductible
Fire and theft		Actual value
Personal injury		Limits 5/10M
Fidelity Bonds:		
David D. Jones		2 500 00
Mrs. Theophile Chambers Taylor		2 500 00
Mathew F. Bland		2 500 00
Workmen's Compensation		N. C. Law

NC-239

APR 23 1940

FINANCIAL STATEMENT

Name of Institution . . . . Bennett College . . . . . .

Location . . . . . Greensboro, N. C. . . . . .

For Year Ended . . . . . June 30, 1939 . . . . . .

The information requested in the following pages is for the purpose of enabling the officers of the General Education Board to ascertain the financial condition and organization of the instituion. The forms comprising the questionnaire are arranged on the plan of the Treasurer's Report given in "College and University Finance", published by the General Education Board. It is suggested that if any questions arise in preparing this report the officers of the college refer to the description of the balance sheet and Treasurer's Report given in "College and University Finance," pages 119 to 170 inclusive, which book will be furnished free of charge upon request to those desiring it.

Pages 1 to 7 of this statement provide for detailed information in the form of schedules. The totals of these should be carried to the balance sheet, pages 8 to 11 inclusive. Provision has been made in the form of balance sheet given to show the amount of endowment expended for plant purposes, if any has been so used. The details of such expenditures, if any, should not be shown in the schedules, but should be shown on a separate sheet if there is not sufficient room on the balance sheet.

I. PERMANENT FUNDS (Endowment)

(Not including funds subject to annuity)

Classification A (Designated for)

1. General or Unrestricted Endowment	$	354,155.84
2. Restricted Endowment:		
a) Professorships	$	
b) Scholarships	$	
c) Library	$	
d) Other Purposes:		
. . . . .	$	
. . . . .	$	
. . . . .	$	
. . . . .	$	_____
Total carried to "Summary of Funds and Liabilities" page 10	$	354,155.84

Classication B (For what departments available)

1. College of Liberal Arts	$	354,155.84
2. Academy or Preparatory Department . . .	$	
3. Professional Departments:		
a) Law	$	
b) Medicine	$	
c) Theology	$	
d) Music	$	
e)	$	
4. Other Departments:		
a)	$	
b)	$	_____
Total (as above)	$	354,155.84

II. INVESTMENT OF ENDOWMENT FUNDS

(Not including funds subject to annuity)

	Principal	Income Received for Year Reported	
		Amount	Yield %
1. Real Estate Mortgages:			
a) On city property	$	$	
b) On farm property	$	$	
2. Bonds	$203,439.65	$ 7,339.53	3.5
3. Stocks	$150,000.00	$ 8,062.50	5.3
4. Real Estate Owned (Not included in plant)			
a) City Property	$	$	
b) Farms	$	$	
5. Other forms of investment: (Not including investments in college plant, if any)			
a)	$	$	
b)	$	$	
c)	$_____	$_____	
Total (Investments carried to summary of Property, page 8)	$353,439.65	$15,402.03	

Of the above investments, $353,439.65 is productive; check items which are unproductive and give reasons therefor.

Was above income actually received during the year, or were items which had accrued and were unpaid included? If the latter, what did they amount to? $3,451.32

III. ENDOWMENT FUNDS SUBJECT TO ANNUITY (Designated for)

	Principal	Annuity Paid Amount	%
1. General or Unrestricted Endowment	none	none	
1)	$	$	
2)	$	$	
3)	$	$	
2. Restricted Endowment			
a) Professorships			
1)	$	$	
2)	$	$	
3)	$	$	
b) Scholarships			
1)	$	$	
2)	$	$	
3)	$	$	
c) Library			
1)	$	$	
2)	$	$	
3)	$	$	
d) Other Purposes			
1)	$	$	
2)	$	$	
3)	$	$	
Total Endowment Funds Subject to Annuity (Carried to Summary of Funds and Liabilities, page 10)		$	
Total Income from Annuity Investments		$	
Surplus or Deficit		$	

Average rate of interest paid - %

IV. INVESTMENT OF ENDOWMENT FUNDS SUBJECT TO ANNUITY

	Principal	Income Received for Year Reported	
		Amount	%
1. Real Estate Mortgages:	none	none	
a) On City Property	$	$	
b) On Farm Property	$	$	
2. Bonds	$	$	
3. Stocks	$	$	
4. Real Estate Owned (Not included in plant)			
a) City Property	$	$	
b) Farms	$	$	
c)	$	$	
5. Other Forms of Investment (Not including investments in college plant)			
a) Real Estate Contracts . .	$	$	
b)	$	$	
c)	$_____	$_____	
Totals (Investments carried to Summary of Property, page 8)	$_____	$_____	

Of the above investments, $ is productive; check items which are unproductive and give reasons therefor.

Was the above income on annuities actually received during the year, or were items which had accrued and were unpaid included? If the latter, what did they amount to?

V. BUILDING FUNDS

(Funds Available for Building Purposes)

1.	$ none
2.	$
3.	$
4.	$
5.	$
6.	$
7.	$_____
Total (Carried to Summary of Funds and Liabilities, page 10)	$_____

VI. BUILDING FUND INVESTMENTS

(The above funds are invested as follows)

1. Real Estate Mortgages	$ none
2. Bonds	$
3. Stocks	$
4.	$
5.	$
6.	$
7.	$_____
Total (Carried to Summary of Property, page 8)	$_____

VII. LAND, BUILDINGS, & EQUIPMENT

A. Land

Number of Acres..40....

Cost	$200,300.00	
Present Value Land	$200,300.00	
Paved Walks	665.00	$200,965.00

B. Buildings

(Give name or other designation)

	* Cost	Present Value
1. Academic Building	$	$ 45,000.00
2. Carrie Barge Chapel	$	$ 10,000.00
3. Johnson Hall (Music Building)	$	$ 15,000.00
4. Wilbur F. Steele Hall (Dining Hall) . . .	$	$ 60,000.00
5. Kent Hall (Dormitory)	$	$ 40,000.00
6. President's Residence	$	$ 10,000.00
7. Robert E. Jones Hall (Dormitory)	$	$ 90,000.00
8. Dean's Cottage	$	$ 4,500.00
9. Thirkield Gymnasium	$	$ 8,000.00
10. Merner Heating Plant.	$ 65,459.27	$ 65,459.27
11. Pfeiffer Hall (Dormitory)	87,571.86	87,571.86
12. Henry Pfeiffer Science Hall	$116,895.83	$ 116,895.83
13. Annie Merner Hall (Dormitory)	96,598.43	96,598.43
14. Faculty Cottage.	$ 5,000.00	$ 5,000.00
15. Nan Goode Smith Cottage	6,500.00	6,500.00
16. Bell Tobias Curtis Cottage	$ 4,500.00	$ 4,500.00
17. Ellen P. Trigg Cottage	3,128.94	3,128.94
18. Thomas F. Holgate Library.	$ 92,909.55	$ 92,909.55
Total	$	$ 761,063.88

Question: Are the Campus and Buildings carried on your books at "Cost" or "Present Value"? Present value.

*We do not have record of the cost of these buildings prior to 1931. They are carried on our books at appraisal value. Buildings since that time are carried on our books at cost.

VII. LAND, BUILDINGS, & EQUIPMENT (Cont.)

C. Equipment

1. Books		
Number	11,957	
Value		$ 17,825.28
2. Apparatus and Equipment:		
Physical	$ 4,700.00	
Chemical	$ 11,080.58	
Biological	$ 7,280.79	
Other	$ 8,143.78	$ 31,205.15
3. Machinery and Tools		$ 1,363.31
4. Museum		$
5. Furniture		$ 49,623.09
	Total	$ 100,016.83
*D. Real Estate (Not a part of Educational Plant nor Endowment)		$ 13,625.00
Total Value of Plant - "A","B", "C", (Carried to Summary of Property, page 8)		$ 1,075,670.71

*Real Estate

House and lot--Winston-Salem, N. C.	$4,000.00
House and lot--High Point, N. C.	3,500.00
House and lots--Greensboro, N. C.	4,125.00
Lots--Greensboro, N. C.	2,000.00
Total	$13,625.00

VIII. SUMMARY OF PROPERTY

(Balance Sheet Debits)

Permanent Fund Assets

Endowment Assets:

Investment of Endowment Funds (Not including investments in college plant, if any) For details see page 2	$ 353,439.65		
Investments in College Plant, if any	$		
Advances to current account, if any	$		
Cash awaiting investment . .	$ *716.19	$	354,155.84

Annuity Assets:

Investment of Annuity Funds (Not including investments in college plant, if any) For details see page 4	$		
Investment in College Plant, if any	$		
Advances to current account, if any	$		
Cash awaiting investment . .	$	$	$ 354,155.84

Plant Assets

Land, Buildings, and equipment . . . . . For details, see pages 6 and 7	$1,075,670.71	
Investments of Building Funds . . . . . For details, see page 5	$	
Cash awaiting investment	$	$1,075,670.71
Total, carried forward		$1,429,826.55

*$59.00 of this amount frozen in closed bank.

VIII. SUMMARY OF PROPERTY (Continued)

Brought Forward			$ 1,429,826.55
Current Assets			
Cash - Special Purposes	$		
General Purposes	$ 837.47	$ 837.47	
Receivables			
Students $1,940.12	$		
Less Reserve 814.16	$1,125.96		
. . . . .	$		
. . . . .	$	$1,125.96	
Materials and Supplies			
Inventories:	$		
Bookstore supplies	$ 525.33		
Food supplies	$ 178.15		
. . . . .	$		
. . . . .	$	$ 703.48	
Other Current Assets			
Prepaid Insurance	$1,933.88		
Mortgage Note	$ 250.00		
Interest on Mortgage Note	$ 8.50		
Accrued Interest on Endowment . .	$3,451.32	$5,643.70	
Accumulated Deficit to date		$ —	$ 8,310.61
TOTAL			$1,438,137.16

IX. SUMMARY OF FUNDS AND LIABILITIES

(Balance Sheet Credits)

Permanent Funds

Endowment Funds			$ 354,155.84
For details see page11			
Endowment Funds Subject to Annuity . . .	$_____		$ 354,155.84
For details see page 3			

Plant Funds

Invested in Plant

From gifts and accumulations	$1,031,278.74	
From current funds	$ 39,891.97	
From funds subject to annuity designated for plant . . .	$_____	$1,071,170.71
Building and Equipment Funds		$
For details see page 5		

Liabilities for Plant

Due to Permanent Funds, if any have been invested in college plant	$		
Notes payable	$	4,500.00	
Accounts payable	$		
. . . . .	$_____	$ 4,500.00	$1,075,670.71
Carried Forward			$1,429,826.55

IX. SUMMARY OF FUNDS AND LIABILITIES (Continued)

Brought Forward			$ 1,429,826.55
Current Funds and Liabilities			
Current Liabilities . . .	$		
Room Deposits	$		
Key Deposits	$		
Accounts Payable . . .	$ 4,016.33		
Notes Payable	$ 2,500.00	$ 6,516.33	
Funds for Designated Purposes			
Special Campus Improvements	$ 593.76		
General	$	$ 593.76	
Income credits			
Room rent paid in advance . .	$		
Reserves	$ 373.92	$ 373.92	
Other Current Funds and Liabilities			
Accrued interest on note .	$ 154.15		
...	$		
. . . . .	$	154.15	
Accumulated Surplus to date		$ 672.45	$ 8,310.61
TOTAL			$ 1,438,137.16

X. INCOME (Current Account)

The College of Arts and Science only

1. From tuition (Cash only, not including income from scholarship funds)			$ 20,049.05
2. From fees			$ 8,936.25
3. From Permanent Funds (for College only):			
a. General	$ 15,402.03		
b. Professorship	$		
*c. Scholarship	$		
d. Library Funds	$		
e. Other Funds	$ _____	$ 15,402.03	
**4. Net income from funds subject to annuity . . .		$	
5. From other property (not included in plant or Permanent Funds)		$	457.54
6. From Gifts (For current expenses only)		$	12,016.10
***7. Net profit on boarding department		$	11,899.10
***8. Net profit on dormitories		$	5,823.37
9. From other sources (for current expenses only):			
a. Appropriations by Supporting Boards	$ 25,000.00		
b. Net profit on Laundry and Bookstore	$ 1,780.07		
c. Sundry receipts.	$ 1,161.42	$ 27,941.49	
Total			$102,524.93

*Give income from invested "Scholarship Funds" only and not tuition remitted
**Give net income after payments to annuitants
***Give net profit on (7) boarding department, and (8) dormitories

XI. INCOME (Current Account) - DEPARTMENTS OTHER THAN COLLEGIATE

(List Departments) . (We. have. College of Liberal Arts only)

1. From tuition (cash only, not including scholarship funds)			$ none
2. From fees			$
3. From Permanent Funds			
a. General	$		
b. Professorship	$		
*c. Scholarship	$		
d. Library Funds	$		
e. Other Funds	$ _____		$
**4. Net income from funds subject to annuity			$
5. From other property (not included in plant or Permanent Funds)			$
6. From gifts (for current expenses only)			$
***7. Net profit on boarding department			$
***8. Net profit on dormitories			$
9. From other sources (for current expenses only):			
a.	$		
b.	$		
c.	$ _____		$ _____
Total			$ _____

*Give income from invested "Scholarship Funds"; only and not tuition remitted
**Give net income after payments to annuitants
***Give net profit on (7) boarding departments, and (8) dormitories

XII. EXPENDITURES (Current Account)

The College of Arts and Science only

1.	Administration		$ 13,221.04
2.	Instruction		$ 44,787.58
3.	Scholarships paid in cash from Scholarship Funds		$
4.	Janitors and help		$ 5,877.46
5.	Advertising		$ 1,290.83
6.	Catalogue		$ 535.00
7.	Light and heat (including wages of engineers and firemen)		$ 9,214.68
8.	Repairs		$ 3,844.55
9.	Interest		$ 459.23
10.	Insurance		$ 1,478.97
11.	Taxes and special assessments on educational plant only		$
* 12.	Loss on Boarding Department		$
13.	Books for library (See supplementary page 14a)		$
14.	Apparatus: Chemistry	$	
	Physics	$	
	Biology	$ _____	$
15.	Other: a. Lyceum and Student Activities		$ 4,183.29
	b. General trucking		$ 1,281.82
	c. Campaign Expenses (Other than Current)		2,066.72
	d. Supplies and replacements		$ 1,281.91
	Total		$ 89,523.08

*Note: Give loss on boarding department. Do not include in other items.

Note: Total salaries and wages for the year included in above:

Administration	$ 10,090.20
Instruction	$ 41,652.78
Janitors and other help	$ 7,646.95
	$ 59,389.93

Supplementary Information

ANALYSIS OF SUPRLUS

Deficit--Balance July 1, 1938			$4403.35
ADDITIONS			
Collection of old student accounts previously charged off	$79.25		
Excess of Income over Expenses for year ending June 30,1939	13,001.85		$13,081.10
			$8,677.75
DEDUCTIONS			
1. Additions to Capital Fund			
a. Purchase of Library Books	1,817.28		
b. Purchase of Equipment	4,774.76		
c. Paid on Capital Fund Note (Total carried to item 5, page 17)	500.00	$7,092.04	
2. Other adjustments			
a. Write-off of Funds in Closed North Carolina Bank & Trust Company--Fully Liquidated	186.23		
b. Increase in Reserve for Doubtful Accounts	353.11		
c. Reserved--Nursery School	373.92	913.26	8,005.30
Surplus June 30, 1939			$672.45

XIII. EXPENDITURES (CURRENT ACCOUNT) - DEPARTMENTS OTHER THAN COLLEGIATE

(List Departments). . . . . (We have Liberal Arts College only)

1. Administration . . . . . $ none
2. Instruction . . . . . $
3. Scholarships paid in cash from Scholarship Funds . $
4. Janitors and help . . . . . $
5. Advertising . . . . . $
6. Catalogue . . . . . $
7. Light and heat (including wages of engineers and firemen) . . . . . $
8. Repairs . . . . . $
9. Interest . . . . . $
10. Insurance . . . . . $
11. Taxes and special assessments on educational plant only . . . . . $
*12. Loss on boarding department . . . . . $
13. Books for library . . . . . $
14. Apparatus: Chemistry . . . . . $
    Physics . . . . . $
    Biology . . . . . $ _____ $
15. Other: a. . . . . $
    b. . . . . $
    c. . . . . $_____
    Total $_____

*Note: Give loss on boarding department. Do not include in other items.

Note: Total salaries and wages for the year included in above:

Administration . . . . $
Instruction . . . . . $
Janitor and other help $_____

XIV. REGARDING TUITION AND SCHOLARSHIPS

(College only)

1. Tuition charges, i.e., amount that would have been received if every student had paid tuition in cash . . . . . $ 28,767.33

2. Amount of tuition actually received in cash (Not including receipts from scholarship funds) . . . . . $ 20,049.05

*3. Amount of receipts from scholarship funds regarded as tuition, i.e., paid for tuition either through the students or directly to the treasury of the College . . . . . $ 8,718.28

4. On what basis or conditions are scholarship funds granted to students?

Scholarships are awarded annually to annually to ranking students in the high schools who would otherwise be unable to meet the expenses of a college education. They are awarded to those who have maintained a high level of achievement in high school, and who will in turn reflect credit on the college.

Scholarships and grants in aid are also awarded to needy students in the college who maintain the standings required for such awards. These scholarships normally average $3,500.00 annually.

5. For what reasons and on what conditions were tuition charges remitted (if any were remitted)?

A portion of tuition is remitted because of necessary withdrawal from college within the first two weeks of either semester.

*Note:..... We do not have Scholarship Funds. The amount shown in item 3, ($8,718.28) represents scholarships credited to the students' accounts. It is affected as a Journal entry. We charge Scholarships carried in the Expense Budget, and credit the students' accounts.

In 1938-39 Tuition was raised from $75 to $100. While scholarship aid normally averages $3,500 annually, this amount was augmented to cover the increase of $25.00 in tuition for students enrolled in the college who matriculated prior to 1938-39.

XV. ADDITIONS TO CAPITAL ACCOUNT DURING YEAR
(Include all receipts the principal of which is not intended for current use)

1. Cash	$ 101,596.66
2. Stocks	$ 100,000.00
3. ~~Bonds~~ Write-off of Reserve for Annuity payments (due to death of Annuitant)	$ 1,242.00
4. ~~Insur~~.	$ 7,092.04
5. Other From Current Fund (See page 14a for details)	$
Total	$ 209,930.70

The above receipts for capital account were for the following purposes:

1. Construction of buildings	$ 92,909.55
2. Increase of endowment	$ 100,723.66
3. Payment of capital indebtedness	$ 500.00
4. Other purposes:	
a. Equipment of new Library	$ 7,090.45
b. Library Books	$ 1,817.28
c. Furniture and equipment	$ 4,774.76
d. Paying Walks	$ 665.00
e. Increase in equity in house and lots on Trinity Streets	$ 1,450.00
Total	$ 209,930.70

Question: Have they all been so applied? Yes

Deductions

Capital account was reduced by $500.00 during the year due to sale of small lot South of Lee Street. (Proceeds from sale included in Funds for Designated purposes--Campus Improvements--page 11).

XVI. ANNUAL SURPLUS AND DEFICIT IN CURRENT ACCOUNT

		Surplus	Deficit
Year	1926	$	$
	1927	$	$
*1927	1928	$ 1,594.40	$
1928	1929	$	$ 626.49
1929	1930	$	$ 3.76
1930	1931	$	$ 2,876.53
1931	1932	$	$ 4,120.38
1932	1933	$ 7,386.90	$
1933	1934	$ 1,357.32	$
1934	1935	$	$ 1,203.33
1935	1936	$	$ 717.57
1936	1937	$	$ 5,353.80
1937	1938	$ 5,929.20	$
1938	1939	$	$ 5,769.31
1939	1940	$ 5,075.80	$
	Total	$21,343.62	$20,671.17

$21,343.62
20,671.17

Accumulated Surplus June 30,1939...$672.45

*Information for years prior to 1927 is not available. The above information begins with 1926-27 when Bennett began operating as a college for women, supported jointly by the Board of Education and the Woman's Home Missionary Society of the Methodist Episcopal Church.

XVII. INDEBTEDNESS

1. Current Account (Accumulated Annual Deficits $ none

2. Has any portion of the Permanent Funds (endowment) been used for current expenses or for buildings? If so, itemize below: none

   a. For Current Expenses . . . . . $

   b. For Income-Producing Buildings . . . . $

   c. For non-income producing buildings . . $

   d/ Other purposes . . . . . $

3. Other Indebtedness:

   a. Loan from Board of Education for construction of Faculty Cottage $

   b. . . . . $ 4,500.00

   c. . . . . $ _____

   Total $ 4,500.00

Forms of Indebtedness

   a. Mortgages . . . . . $

   b. Corporation Notes Given . . . . . $ 4,500.00

   c. Personal Notes Given . . . . . $

   d. Open Accounts . . . . . $

   e. Cash Overdraft . . . . . $

   f. Other forms:

      a) . . . . . $

      b) . . . . . $

      c) . . . . . $ _____

      Total $ 4,500.00

XVIII. FACULTY

A. Giving entire time to Collegiate Classes

	Men	Women
1. Professors	*7	5
2. Associate Professors		1
3. Assistant Professors		4
4. Instructors	1	4
5. Assistants		2
	8	16

Note: Do not include Preparatory Department in Class A

* 1 on leave 1938-39

B. Giving part time to Collegiate Classes and Part time to other departments **

	Men	Woman
1. Professors	1	2
2. Associate Professors		
3. Assistant Professors		
4. Instructors		
5.		
	1	2

**Administration

C. Other Departments (Not included above)

	Men	Women
1.		
2.		
3.		
4.		
5.		

TOTAL TEACHING STAFF: Men . .9. . ; Women .18 . . Total 27

2

BENNETT COLLEGE

Greensboro, North Carolina

Report On

A U D I T

Year Ended

JUNE 30, 1939

OFFICERS

DAVID D. JONES
President

MRS. THEO. C. TAYLOR
Business Manager & Bookkeeper

BOARD OF TRUSTEES

WALLACE E. BROWN
President

MRS. W. RAYMOND BROWN
Secretary

W. C. JACKSON
1st Vice-President

THOMAS F. HOLGATE
Treasurer

MRS. W. H. C. GOODE
2nd Vice-President

DAVID D. JONES
Ass't Treasurer

TERM EXPIRES 1939

Mrs. H. C. Black	Johnson City	Tenn.
Wallace E. Brown	Chattanooga	Tenn.
Mrs. Julius Cone	Greensboro	N. C.
Henry Hitt Crane	Detroit	Mich.
Mrs. W. H. C. Goode	Sidney	Ohio
W. C. Jackson	Greensboro	N. C.
Robert E. Jones	Columbus	Ohio
Mrs. M. L. Robinson	New York	N. Y.
Mrs. Nan Goode Smith	Fayetteville	N. C.

TERM EXPIRES 1940

C. Everett Bacon	New York	N. Y.
Mrs. Florence D. Carroll	Washington	D. C.
Mrs. J. H. Freeman	Delaware	Ohio
Merrill J. Holmes	Chicago	Ill.
Mrs. Maggie Simpson Mathews	Detroit	Mich.
Guy B. Phillips	Chapel Hill	N. C.
John H. Race	New York	N. Y.
W. M. York	Greensboro	N. C.

TERM EXPIRES 1941

Mrs. W. Raymond Brown	East Aurora	N. Y.
Mrs. D. H. Hargis	Wilmington	Del.
Thomas F. Holgate	Evanston	Ill.
Albert G. Odell	Clifton Springs	N. Y.
Silas A. Peeler	Greensboro	N. C.
Mrs. Henry Pfeiffer	New York	N. Y.
Mrs. M. C. Slutes	Cincinnati	Ohio

I N D E X

June 30, 1939

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ESTABLISHED 1905

A. M. PULLEN & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

SECURITY NATIONAL BANK BUILDING

GREENSBORO, N. C.

C. S. GOLDSTON, C.P.A.
GEORGE E. PERRIN, C.P.A.
J. A. RENNIE, C.P.A.
E. T. BASS, C.P.A.
C. A. BEAN, C.P.A.
T. ROY GRUBBS, C.P.A.
A. F. STEWART, C.P.A.
CHAS. F. STRANDBERG, C.P.A.

GREENSBORO, N. C.
RALEIGH, N. C.
RICHMOND, VA.

August 24, 1939

To the President and Board of Trustees,

BENNETT COLLEGE,

Greensboro, North Carolina.

Gentlemen:

We have audited the books of account and record of

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA,

for the fiscal year ended June 30, 1939, and now submit our report, consisting of the Exhibits and Schedules listed in the preceding Index and the following comments.

FINANCIAL POSITION

The financial position of the College at June 30, 1939, is presented in Exhibit "A", Balance Sheet. This statement has been prepared so as to reflect the financial condition of each of the several funds, and our comments thereon are in the order of arrangement in the balance sheet.

ENDOWMENT FUNDS

The various assets of these funds are held and invested by either the Security National Bank, Greensboro, North Carolina, or the Board of Education of the Methodist Episcopal Church. Each of these institutions confirmed directly to us the amount of funds held at June 30, 1939.

During the year the General Education Board Fund was increased by a gift of $100,000.00 from Mrs. Henry Pfeiffer in the form of preferred stock of Warner Bros., Inc., the dividends of which become a part of the regular endowment income. The changes during the year in the various endowment funds are listed below:

INCREASES:		
Mr. & Mrs. Henry Pfeiffer Fund	$100 000 00	
General Education Board Fund	722 26	
General Endowment Fund	3 86	
FORWARDED		$100 726 12

FORWARDED		$100 726 12
DECREASES:		
Nannie A. Foulkes Fund	$ 1 23	
Student Aid Fund	1 23	2 46
NET INCREASE		$100 723 66

PROPERTY IMPROVEMENT FUND

This fund is used principally as a clearing account for the various property improvement and addition projects. It is credited with income as designated for such projects and the cost of construction is charged against it. After construction has been completed the total cost is transferred to the Capital Fund as permanent capital. During the year under review the following capital additions were completed and transferred to the Capital Fund:

Thomas F. Holgate Library	$ 92 909 55
New Equipment for Thomas F. Holgate Library	7 090 45
TOTAL	$100 000 00

Funds for this project were derived from the General Education Board, New York City; payments totaling $98,985.00 were received during the fiscal year under audit and check for $1,015.00 has been received subsequent to June 30, 1939.

CAPITAL FUND

This fund represents the fixed properties of the College. Land, buildings, and equipment were appraised in 1930 and additions since that time have been set up at cost. Details of the increases in this fund during the year under review are set forth in Exhibit "B", and are summarized as follows:

New Library Building and Equipment Transferred from Property Improvement Fund (above)		$100 000 00
New Sidewalks constructed with funds from Campus Improvement Balance in Current Fund		665 00
Equipment Purchased through Current Fund		6 592 04
Increase in Equity in House and Lot on Trinity Street, Greensboro, N. C., by:		
Annuity Payments	$ 208 00	
Write-off of Reserve for annuity payments due to death of annuitant	1 242 00	1 450 00
FORWARDED		$108 707 04

FORWARDED	$108 707 04
Reduction in note payable to Board of Education for money borrowed to construct Faculty Cottage	500 00
TOTAL INCREASES	$109 207 04
Less: Sale of Lot on South Side Lee Street, Greensboro, N. C.	500 00
NET INCREASE	$108 707 04

The amount of $4,500.00 due the Board of Education represents the balance due on loan, for the construction of faculty cottages, which is to be repaid in nine annual installments of $500.00 each.

CURRENT FUND

The condition of this fund was converted from a deficit of $4,403.35 at the end of the preceding year to a Surplus of $672.45 at June 30, 1939; the factors explaining the change are set forth in Exhibit "B" and in the main consist of the excess of income over expenses of $13,001.85, less capital outlay from current funds of $6,592.04.

Our verification of the assets and liabilities of the Current Fund is set out below.

Recorded cash receipts were traced to their deposit in bank and cash disbursements were verified by the inspection of properly executed and endorsed canceled bank checks (except those outstanding at
2 June 30, 1939). We also examined invoices or other documentary evidence in support of disbursements. The petty cash fund was counted and balances on deposit at June 30, 1939, were verified by correspondence with the depositories.

Accounts Receivable from students are stated as shown by the office records without outside verification. In view of past experience the reserve for doubtful accounts appears to be adequate.

Accrued interest on securities owned was verified by computation.

Mortgage note receivable, representing balance due from sale of Lee Street Lot, was verified by inspection.

Inventories were taken and priced by your employees and our verification was limited to tests of their arithmetical accuracy.

Prepaid insurance was verified by computation.

Accounts Payable were not verified beyond the inspection of creditors' statements and invoices on file. Salaries payable represent unpaid June, 1939, salaries as shown by the pay roll records.

Notes Payable were verified by correspondence with the holder, Security National Bank, Greensboro, North Carolina.

Accrued Interest and Reserves were verified by computation.

RESULTS OF OPERATIONS

The results of operations for the fiscal year ended June 30, 1939, as set forth in Exhibit "C", supported by Exhibit "D" and sundry schedules, reflect an excess of income over expenses of $13,001.85, as compared with an excess of expenses over income of $414.85 for the previous year.

Exhibit "E" shows the detail of income and expenses of the Auxiliary Departments and reflects a net income of $19,324.39, as compared with a net income of $14,772.34 for the year ended June 30, 1938.

The operating results for the year are compared with budget estimates in Exhibit "F".

GENERAL

19.502.52

2

Insurance in force is shown in Schedule 5.

No contingent liabilities were reported to us and none were disclosed during the course of our audit.

CERTIFICATE

In our opinion, the accompanying Balance Sheet subject to the foregoing comments reflects the true financial position of Bennett College, Greensboro, North Carolina, at June 30, 1939, and the related Income and Expense statements show the correct results from operations for the year then ended.

Respectfully submitted,

T. M. Pullen & Co.

Certified Public Accountants.

11.

BENNETT COLLEGE, GREENSB

BALANCE SH

June 30, 1

ASSETS

		ENDOWMENT F
SECURITY NATIONAL BANK, GREENSBORO, N. C., CUSTODIAN:		
Invested (Schedule 1)	$200 424 65	
Cash	297 61	$200 722 26
BOARD OF EDUCATION OF THE METHODIST EPISCOPAL CHURCH, CHICAGO, ILL., CUSTODIAN:		
Invested (Schedule 1)	$153 015 00	
Cash	359 58	153 374 58
DEPOSIT IN CLOSED BANK (Morris Plan Bank, Greensboro, N. C.)		59 00
		$354 155 84

	PROPERTY IMPROV
CASH ON DEPOSIT - GUILFORD NATIONAL BANK, GREENSBORO, N. C.:	$ 87 89 A
APPROPRIATION RECEIVABLE FROM GENERAL EDUCATION BOARD	1 015 00 C
DUE FROM CURRENT FUND - WORKING BALANCE	593 76
	$ 1 696 65

Continued

EENSBORO, NORTH CAROLINA

CE SHEET

30, 1939

EXHIBIT "A"

L I A B I L I T I E S

MENT FUND

FUNDS:

Fannie M. Clair Fund	$ 500 00
General Education Board Fund	250 722 26
Mr. and Mrs. Henry Pfeiffer Fund	100 000 00
Nannie A. Foulkes Fund	1 024 93
Student Aid Fund	1 024 92
General Endowment Fund	274 45
Faculty Club Scholarship Fund	609 28
	$354 155 84

MPROVEMENT FUND

ACCOUNTS PAYABLE	$ 1 102 89
CAMPUS IMPROVEMENT FUND	593 76
	$ 1 696 65

tinued

ASSETS

CAPITAL F

COLLEGE PROPERTIES:		
Land	$200 300 00	
Buildings	761 063 88	
Equipment	100 016 83	
Streets, Walks and Drains	665 00	$1 062 045 71
REAL ESTATE:		
House and Lot - Winston-Salem, N. C.	$ 4 000 00	
House and Lot - High Point, N. C.	3 500 00	
House and Lot - Greensboro, N. C.	4 125 00	
Lots - Greensboro, N. C.	2 000 00	13 625 00
		$1 075 670 71

CURRENT F

CASH:		
On Hand - Petty Fund	$ 100 00	
On Deposit - Security National Bank	737 47	$ 837 47
ACCOUNTS RECEIVABLE:		
Students	$ 1 940 12	
Less: Reserve for Doubtful	814 16	1 125 96
ACCRUED INTEREST:		
On Endowments	$ 3 451 32	
Other	8 50	3 459 82
MORTGAGE NOTE RECEIVABLE		250 00
INVENTORIES (Books, Food, Laboratory, Etc.)		703 48
PREPAID INSURANCE		1 933 88
		$ 8 310 61

L I A B I L I T I E S

TAL FUND

DUE TO BOARD OF EDUCATION		$ 4 500 00
CAPITAL FUND SURPLUS - From Gifts, Accumulations and Current Funds (Exhibit "B")		1 071 170 71
		$1 075 670 71

ENT FUND

ACCOUNTS PAYABLE:		
Sundry Trade Creditors	$ 2 883 58	
Salaries Payable	1 132 75	$ 4 016 33
NOTES PAYABLE (Due August 4, 1939)		2 500 00
ACCRUED INTEREST		154 15
DUE CAMPUS IMPROVEMENT FUND		593 76
RESERVE FOR NURSERY SCHOOL		373 92
CURRENT FUND SURPLUS (Exhibit "B")		672 45
		$ 8 310 61

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

ANALYSIS OF SURPLUS

Year Ended June 30, 1939

EXHIBIT "B"

	AMOUNT	TOTAL
CURRENT FUND:		
DEFICIT - BALANCE JULY 1, 1938		$ 4 403 35
ADDITIONS:		
Collection of Old Students' Accounts Previously Charged Off	$ 79 25	
Excess of Income Over Expenses For Year Ended June 30, 1939 (Exh. "C")	13 001 85	13 081 10
		$ 8 677 75
DEDUCTIONS:		
Equipment Purchased From Current Fund and Transferred to Capital Fund:		
Administrative	$ 90 76	
Educational	382 06	
Library	1 817 28	
Nursery School	1 600 20	
Plant Operation	122 97	
Dormitories	1 119 67	
Dining Hall	1 188 60	
Laundry	114 00	
Book Store	156 50	$ 6 592 04
Reduction of Capital Fund Note		500 00
Write-Off of Funds in Closed North Carolina Bank & Trust Co. - Fully Liquidated		186 23
Increase in Reserve for Doubtful Accounts		353 11
Unexpended Special Appropriation Reserved - Nursery School		373 92 8 005 30
SURPLUS - BALANCE JUNE 30, 1939 (Exh. "A")		$ 672 45

FORWARDED

EXHIBIT "B" - Page 2.

	AMOUNT	TOTAL
CAPITAL FUND:		
SURPLUS - BALANCE JULY 1, 1938		$ 962 463 67
ADDITIONS:		
Equipment Purchased From Current Fund Transferred to Capital Fund	$ 6 592 04	
New Library - Thomas F. Holgate Library - Constructed with Special Appropriation from General Education Board - Transferred From Property Improvement Fund	92 909 55	
New Equipment for Thomas F. Holgate Library - Purchased with Special Appropriation from General Education Board - Transferred From Property Improvement Fund	7 090 45	
New Sidewalks Around Library - Constructed with Funds From Campus Improvement Balance in Current Fund	665 00	
Increase in Equity in House and Lot on Trinity Street, Greensboro, N.C., by:		
Annuity Payments $ 208 00		
Write-Off of Reserve Due to Death of Annuitant 1 242 00	1 450 00	
Reduction of Note to Board of Education for Construction of Faculty Cottage	500 00	109 207 04
		$1 071 670 71
DEDUCTIONS:		
Sale of Lot on South Side Lee Street		500 00
SURPLUS - BALANCE JUNE 30, 1939 (Exh. "A")		$1 071 170 71

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

INCOME AND EXPENSE - CURRENT FUND

Year Ended June 30, 1939

EXHIBIT "C"

		AMOUNT	TOTAL
INCOME:			
Student Fees	(Sch. 2)		$37 703 58
Appropriations	(Sch. 3)		25 000 00
Gifts and Grants	(Sch. 3)		12 016 10
Income from Endowments			15 402 03
Auxiliary Enterprises: (Exh. "E")			
Dining Hall	$40 552 62		
Dormitories and Homes	12 398 85		
Laundry	3 373 50		
Book Store	4 419 15	60 744 12	
Miscellaneous:			
Rent from Investment Properties	$ 457 54		
Scholarships and Fellowships	209 00		
Athletics - Gate Receipts	155 86		
Key Deposits	111 35		
Transcripts	61 25		
Drayage	82 70		
Caps and Gowns	213 45		
Sundry	327 81	1 618 96	
TOTAL INCOME			$152 484 79
EXPENSE:			
Administrative and General	(Exh. "D")	$15 046 87	
Educational	(Exh. "D")	46 514 35	
Operation and Maintenance	(Exh. "D")	21 065 98	
Student Activities	(Exh. "D")	4 183 29	
Other Expense	(Exh. "D")	11 430 87	
Auxiliary Enterprises:	(Exh. "E")		
Dining Hall	$28 653 52		
Dormitories and Homes	6 575 48		
Laundry	1 928 73		
Book Store	4 083 85	41 241 58	
TOTAL EXPENSE			139 482 94
EXCESS OF INCOME OVER EXPENSE (Exhibit "B")			$ 13 001 85

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

DETAIL OF EXPENSES - CURRENT FUND

Year Ended June 30, 1939

EXHIBIT "D"

	AMOUNT	TOTAL
ADMINISTRATIVE AND GENERAL: (Exhibit "C")		
Salaries (Schedule 4)	$10 090 20	
Traveling	526 16	
Communications	606 96	
Publicity Printing and Postage	980 00	
Association Memberships and Meetings	391 55	
Commencement	287 56	
Supplies, Expense and Replacements	499 64	
Advertising and Soliciting	1 290 83	
Professional Services	226 67	
Sundry	147 30	$15 046 87
EDUCATIONAL: (Exhibit "C")		
Salaries (Schedule 4)	$36 673 75 ✓	
Salaries - Students	92 33 ✓	
Laboratory Supplies	687 43	
Other Supplies and Expense	930 59	
Extension Department	78 22	
Library:		
Salaries (Schedule 4)	$1 255 00 ✓	
Magazines	233 08	
Supplies	458 07	1 946 15
Nursery School:		
Salary (Schedule 4)	$3 215 00 ✓	
Wages	416 70	4,379 11 (Bal. #4089)
Lectures	264 23	
Supplies	483 18	
Renovating Building	1 726 77	6 105 88 ↓ 3803 2 (Page 17-18) 46 514 35
OPERATION AND MAINTENANCE: (Exhibit "C")		
Wages - Supervision (Schedule 4)	$ 2 022 20	
Janitorial Service	2 719 95	
Care and Maintenance of Grounds	2 755 31	
Repairs to Buildings	1 201 43	
Repairs to Furniture and Equipment	916 35	
Fuel	3 901 01	
Light and Power	2 544 34	
Water	1 149 33	
Insurance	1 478 97	
Trucking	1 281 82	
Supplies and Replacements	1 095 27	21 065 98
		$82 627 20

FORWARDED

EXHIBIT "D" - Page 2.

		AMOUNT	TOTAL
FORWARDED			$82 627 20
STUDENT ACTIVITIES: (Exhibit "C")			
Athletics		$ 251 84	
Health:			
Salaries (Schedule 4)	$1 305 00		
Supplies	298 20	1 603 20	
Dramatics, Etc.		186 99	
Newspaper		236 22	
Religious Organizations		535 06	
Lectures and Lyceum		664 98	
Miscellaneous		705 00	4 183 29
OTHER EXPENSES: (Exhibit "C")			
Scholarships and Prizes		$ 8 718 28	
Interest		459 23	
Financial Campaign (Other than Current)		2 066 72	
Miscellaneous		186 64	11 430 87
TOTAL EXPENSES			$98 241 36

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

DETAILS OF INCOME AND EXPENSE - AUXILIARY DEPARTMENTS

Year Ended June 30, 1939

EXHIBIT "E"

		AMOUNT	TOTAL
DINING HALL:			
Income:			
Meals Served (Exhibit "C")		$40 552 62	
Expenses:			
Salaries and Wages (Schedule 4)	$ 3 211 68		
Salaries and Wages - Students	3 401 02		
Food	21 223 14		
Supplies and Replacements	569 50		
Repairs to Equipment	230 00		
Laundry	18 18		
Total Expenses (Exhibit "C")		28 653 52	
NET INCOME			$11 899 10
DORMITORIES AND HOMES:			
Income: (Exhibit "C")			
Rooms and House Rents		$12 398 85	
Expenses:			
Salaries and Wages (Schedule 3)	$3 152 75		
Salaries and Wages - Students	854 87		
Supplies and Expense	1 004 58		
Repairs to Equipment and Buildings	1 429 64		
Laundry and Cleaning	133 64		
Total Expenses (Exhibit "C")		6 575 48	
NET INCOME			5 823 37
LAUNDRY:			
Income:			
Fees (Exhibit "C")		$ 3 373 50	
Expenses:			
Salaries and Wages - Students	$ 177 18		
Wages	1 047 38		
Supplies	399 67		
Repairs	304 50		
Total Expenses (Exhibit "C")		1 928 73	
NET INCOME			1 444 77
FORWARDED			$19 167 24

EXHIBIT "E" - Page 2.

		AMOUNT	TOTAL
FORWARDED			$19 167 24
BOOK STORE:			
Income: (Exhibit "C")			
Sale of Books and Supplies		$ 4 419 15	
Expenses:			
Wages	$ 37 40		
Books and Supplies	4 046 45		
Total Expenses (Exhibit "C")		4 083 85	
NET INCOME			335 30
TOTAL NET INCOME FROM AUXILIARY DEPARTMENTS			$19 502 54

EXHIBIT "F"
COMPARATIVE STATEMENT OF INCOME AND EXPENSE WITH BUDGET

June 30, 1949

INCOME

	INCOME		ACTUAL	
	Budget	Actual	Over	Under
Appropriations:				
Board of Education	$ 12 500 00	$ 12 500 00	$	$
Women's Home Missionary Society	12 500 00	12 500 00		
Gifts and Grants:				
State Department of Education	270 00			270 00
N. C. Conference	1 000 00	1 101 24	101 24	
Churches and Conferences	1 000 00	934 00		66 00
Phelps Stokes Fund	150 00			150 00
General Education Board	8 080 00	8 080 00		
Sundry	2 500 00	1 840 86		659 14
Endowment Income	17 000 00	15 402 03		1 597 97
Student Fees	39 935 00	37 703 58		2 231 42
Dining Hall	43 520 00	40 522 62		967 38
Dormitories and Homes	13 388 00	12 398 85		989 15
Laundry	3 350 00	3 323 50	23 50	
Book Store	6 400 00	4 419 15		1 980 85
Miscellaneous:				
Scholarships	1 000 00	209 00		791 00
Other	500 00	1 409 96	909 96	
TOTALS	$167 093 00	$158 984 79	$1 034 70	$9 152 91

BENNETT COLLEGE, GREENS

COMPARATIVE STATEMENT OF INCO

Year Ended Ju

E X P E N S E

	EXPENSE		ACTUAL	
	Budget	Actual	Over	Under
Administrative and General	$ 14 650 00	$ 15 046 87	$ 396 87	$
Educational	52 480 00	46 514 35		5 965 65
Operation and Maintenance	22 210 00	21 065 98		1 144 02
Dormitories and Homes	6 860 00	6 575 48		284 52
Dining Hall	31 800 00	28 653 52		3 146 48
Laundry	2 500 00	1 928 73		571 27
Book Store	6 300 00	4 083 85		2 216 15
Other Non-Educational	14 800 00	15 614 16	814 16	
Income in Excess of Expenses	9 493 00	13 001 85	3 508 85	
TOTALS	$161 093 00	$152 484 79	$4 719 88	$13 328 09

REENSBORO, NORTH CAROLINA

INCOME AND EXPENSE WITH BUDGET

ed June 30, 1939

EXHIBIT "F"

I N C O M E

	INCOME		ACTUAL	
	Budget	Actual	Over	Under
Appropriations:				
Board of Education	$ 12 500 00	$ 12 500 00	$	$
Women's Home Missionary Society	12 500 00	12 500 00		
Gifts and Grants:				
State Department of Education	270 00			270 00
N. C. Conference	1 000 00	1 161 24	161 24	
Churches and Conferences	1 000 00	934 00		66 00
Phelps Stokes Fund	150 00			150 00
General Education Board	8 080 00	8 080 00		
Sundry	2 500 00	1 840 86		659 14
Endowment Income	17 000 00	15 402 03		1 597 97
Student Fees	39 935 00	37 703 58		2 231 42
Dining Hall	41 520 00	40 552 62		967 38
Dormitories and Homes	13 388 00	12 398 85		989 15
Laundry	3 350 00	3 373 50	23 50	
Book Store	6 400 00	4 419 15		1 980 85
Miscellaneous:				
Scholarships	1 000 00	209 00		791 00
Other	500 00	1 409 96	909 96	
TOTALS	$161 093 00	$152 484 79	$1 094 70	$9 702 91

ENDOWMENT FUNDS INVESTED

June 30, 1939

SCHEDULE 1

DESCRIPTION			PAR VALUE	COST
SECURITY NATIONAL BANK, GREENSBORO, N. C., CUSTODIAN:				
Adirondack Ry. Co., Reg.	4-1/2%	3-1-42	$10 000 00	$ 9 675 00
Union Pacific R. R. Co.	3-1/2%	5-1-72	10 000 00	10 000 00
West Va. & Pittsburg R.R. Co.	4%	4-1-90	10 000 00	9 900 00
Cleveland Terminal & Valley R. R. Co.	4%	11-1-95	10 000 00	9 800 00
Michigan Central Grand River Valley R. R. Co.	4%	9-1-59	10 000 00	9 950 00
Lehigh & Lake Erie Ry. Co.	4-1/2%	3-1-57	10 000 00	9 800 00
Florida Southern Ry. Co.	4%	1-1-45	10 000 00	10 075 00
Boston & Albany R. R. Co.	4-1/4%	8-1-78	5 000 00	5 025 00
Mohawk & Malone Ry. Co., Reg.	3-1/2%	3-1-02	4 000 00	3 160 00
2 Louisville & Nashville R.R.Co.	3-3/4%	4-1-03	10 000 00	9 750 00
Baltimore & Ohio R. R. Co. (Certificate of Deposit)	5%	3-1-96	10 000 00	9 550 00
New York & Putnam R. R. Co.	4%	10-1-93	10 000 00	9 400 00
Missouri-Kansas-Texas R.R.Co.	4%	6-1-90	7 000 00	6 527 50
Pennsylvania Electric Co., 1st & Ref.	4%	5-1-71	5 000 00	5 087 50
Brooklyn-Manhattan Transit Co.	4-1/2%	5-1-66	10 000 00	10 000 00
California Oregon Power Co.	4%	4-1-66	10 000 00	10 000 00
Sioux City Gas & Electric Co.	4%	7-1-66	10 000 00	10 250 00
Montana Power Co.	3-3/4%	12-1-66	10 000 00	9 700 00
New York State Gas & Electric Co.	4%	8-1-65	10 000 00	10 175 00
Southern Kraft Co.	4-1/4%	6-1-46	5 000 00	5 000 00
San Antonio & Aransas Pass Ry.	4%	1-1-43	5 000 00	4 993 75
Southern California Water Co.	4-1/2%	10-1-60	4 000 00	3 840 00
State of Arkansas 4-3/4% (4%)		4-1-74	2 000 00	1 830 00
Michigan Consolidated Gas Co.	4%	9-1-63	5 000 00	4 825 00
Central Illinois Public Service Co.	3-3/4%	12-1-68	6 000 00	6 091 55
Michigan Consolidated Gas Co.	4%	9-1-63	5 000 00	5 068 75
U. S. Treasury	3%	1951-55	900 00	950 60
SUB-TOTAL (Exhibit "A")				$200 424 65
BOARD OF EDUCATION OF THE METHODIST EPISCOPAL CHURCH, CHICAGO, ILL., CUSTODIAN:				
Central Illinois Public Service Co.	3-3/4%	12-1-68	$ 3 000 00	$ 3 015 00
750 Shs. William R. Warner 1st Preferred			75 000 00	75 000 00
750 " William R. Warner 2nd Preferred			75 000 00	75 000 00
SUB-TOTAL (Exhibit "A")				$153 015 00
TOTAL				$353 439 65

STUDENT FEES

Year Ended June 30, 1939

SCHEDULE 2

ITEM	AMOUNT
Matriculation	$ 1 575 00
Tuition	28 767 33
Laboratory	1 131 00
Household Arts	210 00
Student Activities	2 116 00
Medical	1 244 00
Music	939 00
Diploma Fees	240 00
Teacher Training	470 00
Extension Department	675 75
Late Registration	57 00
Tuition - Typing	45 50
Nursery School Fees	233 00
TOTAL (Exhibit "C")	$37 703 58

APPROPRIATIONS, GIFTS AND GRANTS

Year Ended June 30, 1939

SCHEDULE 3

	AMOUNT	TOTAL
APPROPRIATIONS:		
Board of Education	$12 500 00 ✓	
Women's Home Missionary Society	12 500 00 ✓	
TOTAL APPROPRIATIONS (Exhibit "C")		$25 000 00
GIFTS AND GRANTS:		
Unrestricted:		
North Carolina Conference - M. E. Church	$ 1 161 24 ✓	
Sundry	1 840 86 ✓	
Friends of the Library	934 00 ✓	
TOTAL	$ 3 936 10	
*Donations Specifically Allotted:		
General Education Board	8 080 00 ✓ 9380 ✓	
Development of Dept. of Home Economics		
TOTAL GIFTS AND GRANTS (Exhibit "C")		12 016 10
TOTAL		$37 016 10

*Allotted specifically for the purchase of equipment for and the operation of a nursery school.

SALARIES PAID

Year Ended June 30, 1939

SCHEDULE 4

NAME			AMOUNT	TOTAL
ADMINISTRATIVE: (Exhibit "D")				
Jones, David D., President:				
Cash		$4 200 00		
Board and Rent		1 800 00	$ 6 000 00	
Taylor, Theo. C., Business Manager			1 728 50	
Marteena, C. H., Stenographer			1 260 00	
Bland, M. F., Office Assistant			670 00	
Sundry Office Help			431 70	$10 090 20
EDUCATIONAL: (Exhibit "D")				
Adams	O. M.		$ 1 485 00	
Banner	W. A.		1 135 00	
Burrus	Mildred		1 660 00	
Davis	Leonard		2 000 00	
Dett	H. E.		1 050 00	
Dett	R. N.		2 875 00	
Farrison	W. E.		2 200 00	
Foster	V. P.		1 360 00	
Gatlin	F. N.		1 560 00	
Hamlin	E. K.		1 305 00	
Johnson	G. H.		1 000 00	
Johnson	F.		810 00	
Johnstone	C.		1 545 00	
Kittrell	F. P.		900 00	
Klugh	P. A.		1 950 00	
Lawson	Hilda		622 25	
Morton	J. T.		1 595 00	
Player	W. B.		1 206 50	
Raiford	B. R.		1 085 00	
Smith	C. M.		1 035 00	
Tate	M.		2 345 00	
Wells	T. R.		1 860 00	
Willis	T. E.		1 195 00	
Wood	L. F.		1 035 00	
Wyatt	M. G.		1 270 00	
Miscellaneous Part-Time Assistants			590 00	36 673 75
LIBRARY: (Exhibit "D")				
Cooper	B. E.			1 255 00
NURSERY SCHOOL: (Exhibit "D")				
Davis	A. C.		$ 625 00	
Kittrell	F. P.		1 500 00	
Porter	A. C.		1 050 00	
Miscellaneous Part-Time Assistants			40 00	3 215 00
FORWARDED				$51 233 95

SCHEDULE 4 - Page 2.

NAME		AMOUNT	TOTAL
FORWARDED			$51 233 95
DORMITORIES: (Exhibit "E")			
Bowe	O. R.	$ 925 00	
McLaurin	M. B.	1 270 00	
Sherrill	E. L.	925 00	
Miscellaneous		32 75	3 152 75
DINING HALL: (Exhibit "E")			
Williams	Wm.	$ 1 404 00	
Cooks and Helpers		1 807 68	3 211 68
OPERATION AND MAINTENANCE: (Exhibit "D")			
Rogers	L. W.	$ 1 052 20	
Simmons	M.	970 00	2 022 20
HEALTH SERVICE: (Exhibit "D")			
Darden	J. C.	$ 900 00	
Evans	Dr. Geo.	405 00	1 305 00
TOTAL			$60 925 58

2

INSURANCE IN FORCE

June 30, 1939

SCHEDULE 5

	CO-INSURANCE	AMOUNT
EDUCATIONAL PROPERTIES: (Buildings and Contents)		
Fire	80%	$492 900 00
Windstorm	80%	555 900 00
INVESTMENT PROPERTIES: (Dwellings)		
Fire	80%	4 500 00
CABIN ON LEASED LAND:		
Fire	80%	500 00
AUTOMOBILES:		
Chevrolet:		
Property Damage		5 000 00
Collision		$50.00 Deductible
Fire and Theft		Actual Value
Personal Injury		Limits 5/10M
Buick:		
Property Damage		5 000 00
Fire and Theft		Actual Value
Personal Injury		Limits 5/10M
FIDELITY BONDS:		
David D. Jones		2 500 00
Mrs. Theo. C. Taylor		2 500 00
Mathew F. Bland		2 500 00
WORKMEN'S COMPENSATION		N. C. Law

ZC-209

BENNETT COLLEGE

Greensboro, North Carolina

Report On

A U D I T

Year Ended

JUNE 30, 1938

OFFICERS

DAVID D. JONES
President

MRS. THEO. C. TAYLOR
Business Manager & Bookkeeper

BOARD OF TRUSTEES

WALLACE E. BROWN
President

MRS. W. RAYMOND BROWN
Secretary

W. C. JACKSON
1st Vice-President

THOMAS F. HOLGATE
Treasurer

MRS. W. H. C. GOODE
2nd Vice-President

DAVID D. JONES
Ass't Treasurer

TERM EXPIRES 1940

Everett C. Bacon	New York	N. Y.
Mrs. Florence D. Carroll	Washington	D. C.
Mrs. J. H. Freeman	Delaware	Ohio
Merrill J. Holmes	Chicago	Ill.
Mrs. Maggie Simpson Matthews	Detroit	Mich.
Guy B. Phillips	Chapel Hill	N. C.
John H. Race	New York	N. Y.
W. M. York	Greensboro	N. C.

TERM EXPIRES 1939

Mrs. H. C. Black	Johnson City	Tenn.
Wallace E. Brown	Chattanooga	Tenn.
Mrs. Julius W. Cone	Greensboro	N. C.
Henry H. Crane	Scranton	Pa.
Mrs. W. H. C. Goode	Sidney	Ohio
W. C. Jackson	Greensboro	N. C.
Robert E. Jones	Columbus	Ohio
Mrs. M. L. Robinson	New York	N. Y.
Mrs. Nan Goode Smith	Fayetteville	N. C.

TERM EXPIRES 1938

Mrs. W. Raymond Brown	East Aurora	N. Y.
Mrs. D. H. Hargis	Wilmington	Del.
Thomas F. Holgate	Evanston	Ill.
Albert G. Odell	Clifton Springs	N. Y.
Silas A. Peeler	Greensboro	N. C.
Mrs. Henry Pfeiffer	New York	N. Y.
Mrs. M. C. Slutes	Cincinnati	Ohio

I N D E X

June 30, 1938

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SCHEDULES		
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ESTABLISHED 1908
A. M. PULLEN & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
NORTH CAROLINA BANK BUILDING
GREENSBORO, N. C.

C. S. GOLDSTON, C.P.A.
GEORGE E. PERRIN, C.P.A.

GREENSBORO, N. C.
RALEIGH, N. C.
RICHMOND, VA.

August 3, 1938.

To the President and Board of Trustees,

BENNETT COLLEGE,

Greensboro, North Carolina.

Gentlemen:

We have audited the books of account and record of

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA,

for the fiscal year ended June 30, 1938, and now submit our report, which consists of the nine statements described in the preceding Index and the following related comments:

FINANCIAL POSITION

The financial position of the College at June 30, 1938, is presented in Exhibit "A", Balance Sheet. This statement is drawn so as to reflect the financial condition of each of the several funds separately, and they will be discussed in that order in these comments.

ENDOWMENT FUNDS

The various assets of these funds are held and invested by either the Security National Bank, Greensboro, North Carolina, or the Board of Education of the Methodist Episcopal Church. Each of these institutions confirmed directly to us the amount of funds held at June 30, 1938.

The only changes during the year were the following increases:

Student Aid Fund	$ 8 10
Nannie A. Foulkes Fund	8 10
General Endowment Fund	3 65
TOTAL INCREASE	$ 19 85

PROPERTY IMPROVEMENT FUND

This fund is used principally as a clearing account for the various property improvement and addition projects. It is credited with income as designated for such projects and the cost of construction is

2 2

charged against it. After construction has been completed the total cost is transferred to the Capital Fund as permanent capital.

During the current year the following capital additions were completed and transferred to the Capital Fund:

Henry Pfeiffer Science Hall Building	$116 895 83
Annie Merner Dormitory	96 598 43
Annie Merner Dormitory Furniture	4 500 00
	$217 994 26

Funds for these projects were derived as follows:

Mrs. Henry Pfeiffer Fund:	
Received to June 30, 1937	$106 570 54
Received During Current Year	91 423 72
	$197 994 26
Science Building Fund	20 000 00
TOTAL	$217 994 26

An additional appropriation of $100,000.00 for the construction and equipment of a new library has been made by the General Education Board, but has not been recorded on the books of the College as no funds have yet been received and no expenditures made.

CAPITAL FUND

This fund represents the fixed properties of the College. Land, buildings, and equipment were appraised a number of years ago and additions subsequent to that time have been set up at cost. Details of the increases in this fund during the year under review are set forth in Exhibit "B" and are summarized as follows:

New Construction Transferred from Property Improvement Fund (Above)	$217 994 26
New Faculty Cottage Constructed	5 000 00
Equipment Purchased from Current Fund	5 022 42
Science Equipment Purchased from Specific Appropriation	13 820 50
Decrease in Reserve for Annuity Payments	150 00
Increase in Equity in High Point Property by Payment of Mortgage	882 00
TOTAL INCREASE	$242 869 18
Less: Liability Incurred	5 000 00
NET INCREASE	$237 869 18

3

The Board of Education advanced $5,000.00 for the construction of faculty cottages which amount is to be repaid in ten annual installments. The mortgage of $882.00 on the High Point property was paid during the year and the reserve for annuity payments to Peter Clark and wife was reduced by payments from the Current Fund amounting to $150.00.

CURRENT FUND

Recorded cash receipts were traced to their deposit in bank and disbursements were found to be properly supported by cancelled checks (except those outstanding at June 30, 1938). We also examined invoices or other documentary evidence in support of disbursements. Balances on deposit at June 30, 1938, were confirmed by correspondence with the depositories and petty cash fund was counted.

The deposit in the North Carolina Bank and Trust Company was reduced during the year by a liquidating dividend of $54.14.

At the close of the year there was a balance of $1,542.97 due from the Board of Education, from which will be deducted the amount of premiums on insurance carried by the Board on Bennett College property. This amount had not been definitely determined at the time of closing the books; therefore, we have estimated it at $1,000.00 and have reduced the balance due from the Board by that amount. This estimate will be adjusted to the actual cost in the following year.

Accounts receivable are shown in accordance with the office records without outside verification. The reserve for doubtful accounts appears to be adequate.

Pledges receivable represent a number of pledged contributions to the College which had not been collected at the close of the year. They total $1,225.00 and it is estimated that they will realize at least $1,100.00.

Accrued interest on endowments has been received subsequent to the end of the year.

Inventories were taken and priced by your employees and our verification was limited to tests of their mathematical accuracy.

Accounts payable were confirmed by inspection of the vendors' statements and invoices, but were not independently verified. Salaries payable were taken from the June 30, 1938, pay roll on file.

2

Notes payable were verified by direct communication with the holders.

RESULTS OF OPERATIONS

Exhibit "C" sets forth the results from operations of the Current Fund for the fiscal year and reflects an excess of expenses over income of $414.85. This excess, when considered with the cost of equipment purchased from the Current Fund and transferred to the Capital Fund

amounting to $5,022.42 and certain other smaller adjustments, has the effect of changing the Current Fund Surplus into a deficit of $4,403.35 at June 30, 1938.

The operating results for the year are compared with the budget estimates in Exhibit "F".

GENERAL

Insurance coverage is carried through the Board of Education of the Methodist Episcopal Church and we made no investigation into the coverage.

No contingent liabilities were reported to us and none were disclosed during the course of our audit.

CERTIFICATE

WE HEREBY CERTIFY that, in our opinion, the accompanying Balance Sheet subject to the foregoing comments reflects the true financial position of BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA, at June 30, 1938, and that the related income and expense statements show the correct results from operations for the year then ended.

Respectfully submitted,

A. M. Pullen & Co.,
Certified Public Accountants.

EXHIBIT "A"

LIABILITIES

FUNDS:

Fannie M. Clark Fund	$ 500 00
General Education Board Fund	250 000 00
Nannie A. Foulkes Fund	1 025 16
Student Aid Fund	1 025 15
General Endowment Fund	270 99
Faculty Club Scholarship Fund	509 20

$253 432 18

$ 8 000 00

2 041 96

$ 10 041 96

BENNETT COLLEGE, GREENSBOR

BALANCE SHE

June 30, 19

A S S E T S

ENDOWMENT FU

FANNIE M. CLAIR FUND:			FU
Invested		$ 441 00	
Morris Plan Bank (Closed)		59 00	$ 500 00
GENERAL EDUCATION BOARD FUND:			
Security National Bank, Greensboro, N. C.:			
Invested	$199 934 35		
Cash	65 65	$200 000 00	
Board of Education - Invested		50 000 00	250 000 00
NANNIE A. FOULKES FUND - INVESTED			1 026 16
STUDENT AID FUND - INVESTED			1 026 15
GENERAL ENDOWMENT FUND:			
Invested		$ 266 94	
Due from Current Fund		3 65	270 59
FACULTY SCHOLARSHIP FUND			609 28
			$253 432 18

PROPERTY IMPROVEMENT

NORTH CAROLINA BANK & TRUST CO. (Closed)	$ 2 041 96	NO
DUE FROM CURRENT FUND	8 000 00	GR
	$ 10 041 96	

FORWARDE

SBORO, NORTH CAROLINA

SHEET

, 1938

EXHIBIT "A"

L I A B I L I T I E S

T FUND

FUNDS:

Fannie M. Clair Fund	$ 500 00
General Education Board Fund	250 000 00
Nannie A. Foulkes Fund	1 026 16
Student Aid Fund	1 026 15
General Endowment Fund	270 59
Faculty Club Scholarship Fund	609 28
	$253 432 18

MENT FUND

NOTE PAYABLE - BANK	$ 8 000 00
GREENSBORO BENNETT CAMPAIGN FUND	2 041 96
	$ 10 041 96

WARDED

EXHIBIT "A"
BALANCE SHEET

LIABILITIES

RESERVE FOR ANNUITY PAYMENTS: $ 1 450 00

DUE TO BOARD OF EDUCATION 145 000 00

CAPITAL FUND SURPLUS - From Gifts,
Accumulations and Current Funds (Exh. "B") 362 463 67

$368 913 67

CURRENT FUND DEFICIT (Exhibit "B") $ 402 35

Working Balance 1 230 75

RESERVE - Campus Improvement Fund

NOTES PAYABLE - FOR BORROWED MONEY:
Home Industrial Bank $ 124 47
Security National Bank 2 500 00 2 624 47

ACCOUNTS PAYABLE:
Sundry Trade Creditors $ 3 767 21
Student Prepaid Fees 45 25
Due Endowment Fund 3 65
Due Property Improvement Fund 8 000 00
Salaries Payable 2 839 00 16 655 09

$ 19 706 30

ASSETS

			CAPITAL
COLLEGE PROPERTIES:			
Land		$202 800 00	
Buildings		668 154 33	
Equipment		86 334 34	$957 288 67
REAL ESTATE:			
House & Lot - Winston-Salem		$ 4 000 00	
House & Lot - High Point		3 500 00	
House & Lot - Greensboro		4 125 00	11 625 00
			$968 913 67
			CURRENT
CASH:			
On Hand - Petty Fund		$ 100 00	
On Deposit - Security National Bank		8 436 88	$ 8 536 88
DEPOSIT IN CLOSED BANK			243 62
APPROPRIATIONS RECEIVABLE:			
Board of Education - M. E. Church			542 97
ACCOUNTS RECEIVABLE:			
Students	$1 842 42		
Returned Checks	60 33	$ 1 902 75	
Less: Reserve for Doubtful		840 29	1 062 46
PLEDGES RECEIVABLE			1 100 00
ACCRUED INTEREST ON ENDOWMENTS			3 069 83
INVENTORIES (Books, Food, Laboratory, etc.)			1 551 14
			$ 16 106 90

EXHIBIT "A" - Page 2.

L I A B I L I T I E S

ITAL FUND

	RESERVE FOR ANNUITY PAYMENTS:		$ 1 450 00
67	**DUE TO BOARD OF EDUCATION**		5 000 00
	CAPITAL FUND SURPLUS - From Gifts, Accumulations and Current Funds (Exh. "B")		962 463 67
00			
67			$968 913 67

RENT FUND

	ACCOUNTS PAYABLE:		
	Sundry Trade Creditors	$ 5 767 21	
88	Students' Prepaid Fees	45 23	
	Due Endowment Fund	3 65	
	Due Property Improvement Fund	8 000 00	
62	Salaries Payable	2 839 00	$ 16 655 09
	NOTES PAYABLE - FOR BORROWED MONEY:		
97	Home Industrial Bank	$ 124 41	
	Security National Bank	2 500 00	2 624 41
	RESERVE - Campus Improvement Fund Working Balance		1 230 75
46	**CURRENT FUND DEFICIT** (Exhibit "B")		4 403 35
00			
83			
14			
90			$ 16 106 90

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

ANALYSIS OF SURPLUS

Year Ended June 30, 1938

EXHIBIT "B"

	AMOUNT	TOTAL
CURRENT FUND:		
BALANCE - JULY 1, 1937		$ 1 365 96
ADDITIONS:		
Collection of Old Students' Accounts previously charged off		180 77
		$ 1 546 73
DEDUCTIONS:		
Equipment purchased from Current Fund transferred to Capital Fund:		
Educational	$2 237 54	
Library Books	807 97	
Plant Operation	290 65	
Dormitories	754 77	
Dining Hall	770 93	
Book Store	13 56	
Laundry	147 00	$ 5 022 42
Adjustment of charges in connection with buildings during previous year	512 81	
Excess of Expenses over Income for year ended June 30, 1938 (Exh. "C")	414 85	5 950 08
DEFICIT - JUNE 30, 1938 (Exhibit "A")		$ 4 403 35

FORWARDED

EXHIBIT "B" - Page 2.

	AMOUNT	TOTAL
CAPITAL FUND:		
BALANCE - JULY 1, 1937		$724 594 49
ADDITIONS:		
Equipment purchased from Current Fund transferred to Capital Fund	$ 5 022 42	
New Equipment for Pfeiffer Science Hall purchased from specific appropriation	13 820 50	
New Faculty Cottage - Constructed from funds advanced by Board of Education	5 000 00	
New Building - Pfeiffer Science Hall - Constructed through Pfeiffer Building Fund	116 895 83	
New Dormitory - Annie Merner Dormitory - Constructed through Pfeiffer Building Fund	96 598 43	
Furniture for Annie Merner Dormitory Purchased through Pfeiffer Building Fund	4 500 00	
Increase in equity in house and lots on Trinity St., Greensboro, N. C., by annuity payments during year	150 00	
Increase in equity in house and lot in High Point, N. C. by payment of mortgage	882 00	
	$242 869 18	
Less - Liability incurred to Board of Education	5 000 00	237 869 18
BALANCE - JUNE 30, 1938 (Exhibit "A")		$962 463 67

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

INCOME AND EXPENSE - CURRENT FUND

Year Ended June 30, 1938

EXHIBIT "C"

		AMOUNT	TOTAL
INCOME:			
Students' Fees	(Schedule 1)	$30 666 65	
Appropriations	(Schedule 2)	25 000 00	
Gifts and Grants	(Schedule 2)	5 165 40	
Income from Endowments		10 509 91	
Book Store Sales		5 439 61	
Dining Hall	(Exh. "E")	37 021 14	
Dormitories and Homes	(Exh. "E")	12 493 22	
Laundry	(Exh. "E")	3 372 30	
Miscellaneous:			
Scholarships & Fellowships	$572 50		
Athletics - Gate Receipts	513 07		
Key Deposits	106 00		
Transcripts	38 00		
Drayage	103 35		
Caps and Gowns	254 20		
Sundry	127 99	1 715 11	
TOTAL INCOME			$131 383 34
EXPENSES:			
Administrative & General	(Exh. "D")	$13 685 28	
Educational	(Exh. "D")	40 972 81	
Operation & Maintenance	(Exh. "D")	23 271 04	
Dormitories & Homes	(Exh. "E")	6 733 28	
Dining Hall	(Exh. "E")	29 490 86	
Laundry	(Exh. "E")	1 890 18	
Book Store	(Exh. "D")	5 995 39	
Student Activities	(Exh. "D")	3 785 93	
Other Expenses	(Exh. "D")	5 973 42	
TOTAL EXPENSES			131 798 19
EXCESS OF EXPENSES OVER INCOME (Exhibit "B")			$ 414 85

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

DETAIL OF EXPENSES - CURRENT FUND

Year Ended June 30, 1938

EXHIBIT "D"

		AMOUNT	TOTAL
2	**ADMINISTRATIVE AND GENERAL**: (Exhibit "C")		
	Salaries (Schedule 3)	$ 9 716 52	
	Traveling	503 50	
	Communication	586 94	
	Publicity, Printing and Postage	859 97	
	Association Memberships and Meetings	262 52	
	Commencement	280 59	
	Supplies, Expense and Replacements	611 86	
	Advertising and Soliciting	573 05	
	Professional Services	290 33	$13 685 28
	EDUCATIONAL: (Exhibit "C")		
	Salaries (Schedule 3)	$37 377 40	
	Salaries - Students	273 53	
	Laboratory Supplies	670 04	
	Other Supplies	690 13	
	Library:		
	Salaries (Schedule 3) $1 205 00		
	Magazines 303 25		
	Supplies 88 81	1 597 06	
	Extension Department	55 50	
	Demonstrations	47 00	
	Miscellaneous	262 15	40 972 81
	OPERATION AND MAINTENANCE: (Exhibit "C")		
	Wages - Supervision (Schedule 3)	$ 1 993 00	
	Janitorial Service	3 245 68	
	Care and Maintenance of Grounds	3 470 92	
	Repairs to Buildings	932 50	
	Repairs to Furniture and Equipment	860 92	
	Fuel	3 721 76	
	Light and Power	2 521 69	
	Water	1 059 26	
	Insurance	1 735 50	
	Trucking	1 369 33	
	Supplies and Replacements	2 360 48	23 271 04
	BOOK STORE: (Exhibit "C")		
	Salaries (Schedule 3)	$ 900 00	
	Salaries - Students	80 41	
	FORWARDED	$ 980 41	$77 929 13

EXHIBIT "D" - Page 2.

		AMOUNT	TOTAL
FORWARDED		$ 980 41	$77 929 13
BOOK STORE: (Exhibit "C") (Continued)			
Books for Sale		3 817 08	
Supplies for Sale		1 154 50	
Expense		43 40	5 995 39
STUDENT ACTIVITIES: (Exhibit "C")			
Athletics		$ 434 16	
Health:			
Salaries (Schedule 3)	$1 231 00		
Supplies	394 90	1 625 90	
Dramatics, Etc.		1 351 57	
Newspaper		215 03	
Miscellaneous		159 27	3 785 93
OTHER EXPENSES: (Exhibit "C")			
Scholarships and Prizes		$ 3 421 65	
Caps and Gowns		226 06	
Interest		106 13	
Financial Campaign (Other than Current)		2 057 39	
Miscellaneous		162 19	5 973 42
TOTAL EXPENSES			$93 683 87

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

DETAILS OF INCOME AND EXPENSE - AUXILIARY DEPARTMENTS

Year Ended June 30, 1938 — EXHIBIT "E"

			AMOUNT	TOTAL
DINING HALL:				
Income:				
Meals Served	(Exh."C")		$37 021 14	
Expenses:				
Salaries & Wages	(Sch. 3)	$ 2 967 23		
Salaries & Wages - Students		2 720 78		
Food		22 610 68		
Supplies & Replacements		888 10		
Repairs to Equipment		214 57		
Laundry		89 50		
Total Expenses (Exhibit "E")			29 490 86	
NET INCOME				$ 7 530 28
DORMITORIES & HOMES:				
Income:	(Exh."C")			
Room & House Rents		$12 061 25		
Rents from Investment Properties		431 97	$12 493 22	
Expenses:				
Salaries & Wages	(Sch. 3)	$ 3 045 00		
Salaries & Wages - Students		751 16		
Supplies & Expense		1 193 54		
Repairs to Equipment & Buildings		1 643 50		
Laundry & Cleaning		100 08		
Total Expenses (Exhibit "C")			6 733 28	
NET INCOME				5 759 94
LAUNDRY:				
Income:				
Fees	(Exh."C")		$ 3 372 30	
Expenses:				
Wages		$ 847 50		
Salaries & Wages - Students		468 25		
Supplies		567 68		
Repairs		6 75		
Total Expenses (Exhibit "C")			1 890 18	
NET INCOME				1 482 12
NET INCOME FROM AUXILIARY DEPARTMENTS				$14 772 34

EXHIBIT "T"
COMPARATIVE STATEMENT OF INCOME AND EXPENSE WITH BUDGET

"T"

I N C O M E

	INCOME		ACTUAL	
	Budget	Actual	Over	Under
Appropriations:				
Board of Education	$ 12 500 00	$ 12 500 00	$	$
Women's Home Missionary Society	12 500 00	12 500 00		
Gifts and Grants:				
State Dept. of Education	270 00	225 00		45 00
N. C. Conference	1 000 00	780 37		219 63
Churches & Conferences	2 000 00			2 000 00
Library	300 00			300 00
Phelps-Stokes Fund	150 00	150 00		
Sundry	2 500 00	4 010 03	1 510 03	
Endowment Income	10 087 50	10 309 91	422 41	
Student Fees	30 150 00	30 566 65	416 65	
Dining Hall	33 300 00	37 051 14	3 751 14	
Dormitories & Homes	10 240 00	12 493 22	2 253 22	
Laundry	2 850 00	3 372 30	522 30	
Book Store	4 500 00	5 439 61	939 61	
Miscellaneous:				
Scholarships	1 000 00	572 50		427 50
Other	550 00	1 142 61	592 61	
Expenses in Excess of Income		414 85	414 85	
	$123 897 50	$131 798 19	$10 892 82	$2 992 13

BENNETT COLLEGE, GREENSB

COMPARATIVE STATEMENT OF INCO

Year Ended Jun

EXPENSE

	EXPENSE		ACTUAL	
	Budget	Actual	Over	Under
Administrative & General	$ 13 800 00	$ 13 685 28	$	$ 114 72
Educational	39 650 00	40 972 81	1 322 81	
Operation & Maintenance	17 810 00	23 271 04	5 461 04	
Dormitories & Homes	7 450 00	6 733 28 ✓		716 72
Dining Hall	30 400 00	29 490 86 ✓		909 14
Laundry	2 300 00	1 890 18 ✓		409 82
Book Store	4 500 00	5 995 39 ✓	1 495 39	
Other Non-Educational	7 987 50	9 759 35	1 771 85	
TOTALS	$123 897 50	$131 798 19	$10 051 09	$2 150 40

ENSBORO, NORTH CAROLINA

INCOME AND EXPENSE WITH BUDGET

June 30, 1938

EXHIBIT "F"

I N C O M E

	INCOME		ACTUAL	
	Budget	Actual	Over	Under
Appropriations:				
Board of Education	$ 12 500 00	$ 12 500 00	$	$
Women's Home Missionary Society	12 500 00	12 500 00		
Gifts and Grants:				
State Dept. of Education	270 00	225 00		45 00
N. C. Conference	1 000 00	780 37		219 63
Churches & Conferences	2 000 00			2 000 00
Library	300 00			300 00
Phelps-Stokes Fund	150 00	150 00		
Sundry	2 500 00	4 010 03	1 510 03	
Endowment Income	10 087 50	10 509 91	422 41	
Student Fees	30 150 00	30 666 65	516 65	
Dining Hall	33 300 00	37 021 14 ✓	3 721 14	
Dormitories & Homes	10 240 00	12 493 22 ✓	2 253 22	
Laundry	2 850 00	3 372 30 ✓	522 30	
Book Store	4 500 00	5 439 61 ✓	939 61	
Miscellaneous:				
Scholarships	1 000 00	572 50		427 50
Other	550 00	1 142 61	592 61	
Expenses in Excess of Income		414 85	414 85	
	$123 897 50	$131 798 19 ✓	$10 892 82	$2 992 13

STUDENT FEES

Year Ended June 30, 1938

SCHEDULE 1

	AMOUNT
Matriculation	$ 1 575 00
Tuition	22 055 90
Laboratory	1 379 00
Household Arts	248 50
Student Activities	2 114 00
Medical	1 243 00
Music	739 75
Diploma Fees	292 00
Teacher Training	520 00
Extension Department	445 50
Late Registration	54 00
TOTAL (Exhibit "C")	$30 666 65

APPROPRIATIONS, GIFTS AND GRANTS

Year Ended June 30, 1938

SCHEDULE 2

	AMOUNT	TOTAL
APPROPRIATIONS:		
Board of Education	$12 500 00	
Women's Home Missionary Society	12 500 00	
TOTAL APPROPRIATIONS (Exhibit "C")		$25 000 00
GIFTS AND GRANTS:		
Unrestricted:		
State Department of Education	$ 225 00	
North Carolina Conference - M. E. Church	780 37	
Sundry	4 010 03	
	$ 5 015 40	
Restricted:		
Phelps - Stokes Fund	150 00	
TOTAL GIFTS AND GRANTS (Exhibit "C")		5 165 40
TOTAL		$30 165 40
DONATIONS SPECIFICALLY ALLOCATED:		
*General Education Board	$30 000 00	
Less: Received to June 30, 1937	16 445 29	
RECEIVED IN CURRENT YEAR		$13 554 71

*Allotted specifically for the purchase of equipment for the Pfeiffer Science Building and applied thereto.

SALARIES PAID

Year Ended June 30, 1938

SCHEDULE 3

		AMOUNT	TOTAL
ADMINISTRATIVE:			
Jones, David D., President:			
Cash	$4 200 00		
Board and Rent	1 800 00	$ 6 000 00	
Taylor, Theo C., Business Mgr.		1 740 00	
Marteena, C. H., Stenographer		980 00	
Sundry Office Help		996 52	$ 9 716 52 (Exh. "D")
EDUCATIONAL:			
Adams, O. M.		$ 945 75	
Burris, M. A.		1 610 00	
Clark, M. A.		945 00	
Dett, H. E.		1 000 00	
Dett, R. N.		2 650 00	
Dickens, Brooks		2 000 00	
Farrison, W. E.		2 200 00	
Foster, V. P.		1 260 00	
Gamble, M. R.		500 00	
Gould, M. S.		1 445 00	
Hamlin, E. K.		1 305 00	
Jetton, L. M.		1 245 00	
Johnson, G. H.		1 000 00	
Johnstone, C.		1 495 00	
Kittrell, F. P.		2 545 00	
Klaiss, D. S.		1 500 00	
Kelley, Robert		400 00	
Morton, J. T.		1 545 00	
Nau, W. T.		510 00	
Player, W. B.		1 945 00	
Tate, Merze		2 245 00	
Trent, W. J., Jr.		2 000 00	
Wells, T. R.		1 800 00	
Wood, F. L.		1 035 00	
Wormley, J. W.		1 800 00	
Miscellaneous Part-time Assistants		451 65	37 377 40 (Exh. "D")
LIBRARY:			
Cooper, B. E.			1 205 00 (Exh. "D")
FORWARDED			$48 298 92

SCHEDULE 3 - Page 2.

	AMOUNT	TOTAL
FORWARDED		$48 298 92
DORMITORIES:		
Bowe, O. R.	$ 900 00	
McLaurin, M. B.	1 245 00	
Sherrill, E. C.	900 00	3 045 00 (Exh. "E")
DINING HALL:		
Jones, R. H.	$ 520 00	
Williams, Wm.	700 00	
Sundry	1 747 23	2 967 23 (Exh."E")
OPERATION AND MAINTENANCE:		
Simmons, M. L.	$ 908 00	
Rogers, L. W.	1 085 00	1 993 00 (Exh. "D")
BOOKSTORE:		
Galloway, K. V.		900 00 (Exh. "D")
HEALTH SERVICE:		
Darden, J. C.	$ 826 00	
Evans, George	405 00	1 231 00 (Exh. "D")
TOTAL		$58 435 15

AB-239

OCT - 7 1943

BENNETT COLLEGE

Greensboro, North Carolina

Report On

A U D I T

Year Ended

JUNE 30, 1943

PREPARED BY

ESTABLISHED 1908

J. S. PULLEN & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

RICHMOND, VA. RALEIGH, N. C.

GREENSBORO, N. C. WINSTON-SALEM, N. C.

DANVILLE, VA.

B E N N E T T C O L L E G E

Greensboro, North Carolina

Report On

A U D I T

Year Ended

JUNE 30, 1943

OFFICERS

DAVID D. JONES
President

MRS. THEO. C. TAYLOR
Secretary-Bookkeeper

BOARD OF TRUSTEES

W. C. JACKSON
President

MRS. W. RAYMOND BROWN
Secretary

MRS. W. H. C. GOODE
Vice - President

A. P. SHAW
Vice - President

THOMAS F. HOLGATE
Treasurer

DAVID D. JONES
Asst. Treasurer

TERM EXPIRES 1944

Mrs. W. Raymond Brown	East Aurora	N. Y.
Mrs. D. H. Hargis	Easton	Md.
Thomas F. Holgate	Evanston	Ill.
Albert G. Odell	Clifton Springs	N. Y.
Silas A. Peeler	Greensboro	N. C.
Mrs. Henry Pfeiffer	New York	N. Y.
Mrs. J. N. Rhodeheaver	Winona Lake	Ind.
Miss Louise Young	Nashville	Tenn.

TERM EXPIRES 1945

Mrs. H. C. Black	Johnson City	Tenn.
Mrs. Harry E. James	New York	N. Y.
Mrs. Julius W. Cone	Greensboro	N. C.
Henry H. Crane	Detroit	Mich.
Mrs. W. H. C. Goode	Sidney	Ohio
W. C. Jackson	Greensboro	N. C.
Robert E. Jones	Columbus	Ohio
Mrs. M. L. Robinson	New York	N. Y.

TERM EXPIRES 1946

C. Everett Bacon	New York	N. Y.
Mrs. Robert K. Gordon	Dillon	S. C.
Garfield D. Merner	San Mateo	Cal.
John H. Race	New York	N. Y.
Mrs. F. C. Reynolds	Baltimore	Md.
Mrs. Foss Zartman	Lima	Ohio
A. P. Shaw	Baltimore	Md.

I N D E X

June 30, 1943

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ESTABLISHED 1905

A. M. PULLEN & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

SOUTHEASTERN BUILDING

GREENSBORO, N. C.

August 12, 1943

GEORGE E. PERRIN, C.P.A.
J.A. RENNIE, C.P.A.
E.T. BASS, C.P.A.
C.A. BEAN, C.P.A.
T. ROY GRUBBS, C.P.A.
A.F. STEWART, C.P.A.
CHAS. F. STRANDBERG, C.P.A.

GREENSBORO, N.C.
RALEIGH, N.C.
WINSTON-SALEM, N.C.
RICHMOND, VA.
DANVILLE, VA.

To the President and Board of Trustees,
Bennett College,
Greensboro, North Carolina.

Gentlemen:

We have audited the financial records of

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA,

for the fiscal year ended June 30, 1943, and now submit our report, consisting of the exhibits and schedules listed in the preceding index, and the following comments:

FINANCIAL POSITION

The financial position of the College at June 30, 1943, is presented in Exhibit "A", Balance Sheet, which has been prepared so as to reflect the financial position of the following funds:

Current Fund
Endowment Fund
Capital Fund

Our comments pertaining to each of the above funds follow:

CURRENT FUND

The Current Fund is the operating or working fund of the College and all items of current revenue and expenses flow through the accounts of this fund.

The assets and liabilities of the Current Fund were verified as follows:

Cash on hand and petty cash fund were counted and cash on deposit was verified by reconcilement of the balance certified to us by the Security National Bank, Greensboro, North Carolina. All cash receipts were traced to their deposit in bank. Cash disbursements were verified by the inspection of properly executed and endorsed bank checks and examination of invoices or other documentary evidence in support of the

disbursements. Accounts receivable were not confirmed directly with the students, but we ascertained that the aggregate of the individual accounts were in agreement with the controlling account maintained in the general ledger. The reserve for doubtful accounts is equal to approximately 50% of the total amount of accounts receivable and is considered adequate. Accrued interest and dividends receivable on securities in the Endowment Fund were verified by computation of interest on bonds and inspection of dividend records and reports. The inventory of the book store was taken, priced and computed by employees of the College and our verification was limited to a test of its mathematical accuracy. Prepaid insurance was verified by computation.

Accounts payable were not verified beyond the inspection of creditors' statements or invoices on file. Accrued interest on mortgages and notes payable were verified by computation. Deferred credits represent students' fees paid in advance and income from gifts and grants for summer activities applicable to a future period of operation.

ENDOWMENT FUNDS

The securities and uninvested cash of these funds held by Central Hanover Bank and Trust Company, New York, and the Board of Education of the Methodist Church, Nashville, Tennessee, Custodians, were verified by direct correspondence with the custodians, who furnished us a list of the securities held. The pledge, in the amount of $25,000.00, made by the Woman's Home Missionary Society of the Methodist Church during the fiscal year 1941-1942 was paid on April 3, 1943.

Securities held by Bennett College were verified by inspection.

The Endowment Funds were increased $146,669.78 during the year as follows:

General Education Board Fund	$ 69 333 68
Mr. & Mrs. Henry Pfeiffer Fund	50 000 00
Faculty Club Scholarship Fund	1 299 75
General Endowment Fund	16 444 72
Board of Education Fund	4 000 00
Harlan P. & Marien B. Andrews Fund	50 00
John H. Race Fund	888 00
Carrie K. Shaw Fund	942 82
Woman's Home Missionary Society Fund	3 710 81
Total Increase	$146 669 78

The increase shown in the Endowment Fund of $69,333.68 of the General Education Board represents payment on its conditional appropriation of $200,000.00, as referred to in our previous year's audit report. The minutes of the meeting of the Board of Trustees, held on April 29, 1943, disclosed that in December 1942 the General Education Board voted

a modification of the terms of its conditional appropriations which provide that when Bennett College shall have received not less than $100,000.00 in cash and collectible pledges payable by June 30, 1945, pro rata payment by the Board, on account of its appropriation, shall be made against sums collected by the College on account of the supplemental sums on or before June 30, 1945.

CAPITAL FUND

The assets of this fund represent the completed fixed properties of the College, including land, buildings, equipment and other properties owned.

The balances of notes and mortgages payable in connection with purchase of certain of the fixed assets are shown in detail in Exhibit "A", and were verified by confirmations received from the holders of the obligations. Account payable to Chas. W. Angle, Inc., represents balance due on contract for the construction of new buildings completed during the previous year.

Additions to fixed properties of the College during the year included outlays for the purchase of additional equipment, improvements, and the purchase of additional properties for the campus, aggregating $9,292.20, which was furnished from Current Fund.

RESULTS OF OPERATIONS - CURRENT FUND

The results of operations for the current year and the preceding year are shown in Exhibit "C", a brief summary of which follows:

	Year Ended June 30 1943	Year Ended June 30 1942	Increase Decrease
Income	$202 463 71	$198 357 71	$ 4 106 00
Less: Expenses	190 874 20	185 103 86	5 770 34
Net Income	$ 11 589 51	$ 13 253 85	$ 1 664 34

A comparison of the budget estimates and actual income and expenses for the current year is shown in Exhibit "F", a condensed summary of which follows:

	Budget	Actual	Actual Over Budget
Income	$189 605 00	$202 463 71	$ 12 858 71
Expenses	186 455 00	190 874 20	4 419 20
Net Income (Forwarded)	$ 3 150 00	$ 11 589 51	$ 8 439 51

	Budget	Actual	Actual Over Budget
Forwarded	$ 3 150 00	$ 11 589 51	$ 8 439 51
Equipment purchased from current income	3 150 00	5 626 27	2 476 27
Income in Excess of Expenses And Equipment Purchased	$ -	$ 5 963 24	$ 5 963 24

We were informed that the enrollment for the school year ended June 30, 1943, was 408 students, as compared with 413 students for the previous year.

GENERAL

Insurance in force at June 30, 1943, is shown in Schedule 3.

No contingent liabilities were reported to us or disclosed during the course of our audit.

CERTIFICATE

Subject to the foregoing comments, in our opinion, the accompanying statements present fairly the financial position of Bennett College, Greensboro, North Carolina, at June 30, 1943, and the results of its operations for the fiscal year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Respectfully submitted,

Certified Public Accountants.

BENNETT COLLEGE, GRE

BALANC

June 3

ASSETS

CURREN

Cash:		
On hand - petty cash fund	$ 100 00	
On deposit - Security National Bank, Greensboro, N. C.	4 007 85	$ 4 107 85
Accounts receivable - students	$ 1 871 00	
Less: Reserve for doubtful accounts	935 72	935 28
Appropriations receivable		275 72
Accrued interest and dividends receivable on endowment securities		3 687 79
Inventory of bookstore - at cost		734 95
Deferred charges:		
Insurance		2 968 79
Total		$ 12 710 38

ENDOWM

Central Hanover Bank & Trust Company, New York, N. Y., custodian:		
Securities - at cost (Sch. 1)	$340 086 47	
Uninvested cash	38 925 99	$379 012 46
Board of Education of the Methodist Church, Nashville, Tenn., custodian:		
Securities - at cost (Sch. 1)		150 000 00
Securities on hand:		
U. S. Defense Bonds - series F - at cost		370 00
Due from Current Fund		4 472 99
Total		$533 855 45

Cont

GREENSBORO, NORTH CAROLINA

LANCE SHEET

ne 30, 1943

EXHIBIT "A"

LIABILITIES

RRENT FUND

	Accounts payable - trade		$ 3 045 47
85	Accrued interest payable		102 80
	Victory tax payable		587 01
28	Due to Endowment Fund		4 472 99
72			
	Deferred credits:		
	Students' fees prepaid	$ 2 541 81	
79	Gifts and grants for summer activities	1 407 16	3 948 97
95			
	Surplus (Exhibit "B")		553 14
79			
38	Total		$ 12 710 38

OWMENT FUND

	Endowment Funds:	
	General Education Board Fund	$320 003 74
	Mr. and Mrs. Henry Pfeiffer Fund	150 000 00
46	Faculty Club Scholarship Fund	3 849 10
	Nannie A. Foulkes Fund	1 024 93
	Student Aid Fund	1 024 92
	General Endowment Fund	22 920 13
	Fannie M. Clair Fund	441 00
00	Woman's Home Missionary Society Fund	28 710 81
	Board of Education of the Methodist Church	4 000 00
	Harlan P. and Marien B. Andrews Fund	50 00
	John H. Race Fund	888 00
00	Carrie K. Shaw Fund	942 82
99		
45	Total	$533 855 45

Continued

ASSETS

		CAPITAL
College properties:		
Land	$220 580 50	
Buildings	994 622 46	
Equipment	142 132 97	
Streets, walks and fences	22 778 03	$1 380 113 96
Other properties owned:		
House and lot - Greensboro, N.C.	$ 5 054 68	
House and lot - High Point, N.C.	3 500 00	
House and lot - Winston-Salem, N.C.	4 000 00	12 554 68

Note: Above property valuations are based on appraisal made in 1930, with subsequent additions at cost.

Total	$1 392 668 64

EXHIBIT "A" - Page 2

L I A B I L I T I E S

AL FUND

Accounts payable:		
Chas. W. Angle, Inc., building contractor	$	2 042 24
Notes payable:		
Board of Education of the Methodist Church, Nashville, Tenn.		2 500 00
Mortgages payable (Amortization plan):		
North Carolina Mutual Life Insurance Co.		9 358 12
Capital surplus:		
From gifts, accumulations and Current Fund expenditures (Exh. "B")		1 378 768 28
Total		$1 392 668 64

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

ANALYSIS OF SURPLUS

Year Ended June 30, 1943

EXHIBIT "B"

CURRENT FUND

Balance - July 1, 1942			$ 1 523 23
Additions:			
Excess of income over expenses for year (Exhibit "C"):			
Income	$202 463 71		
Expenses	190 874 20	$ 11 589 51	
Collection of students' accounts previously charged off		34 50	11 624 01
Total			$ 13 147 24
Deductions:			
Payments from Current Fund for the Capital Fund:			
Equipment purchased:			
Educational	$ 2 150 85		
Library	2 028 16		
Dining hall	743 09		
Dormitories	704 17	$ 5 626 27	
College property improvements		2 165 93	
Land purchased		1 500 00	
Reduction of mortgages payable		2 057 70	
Reduction of notes payable		500 00	
Transferred to Endowment Fund		744 20	12 594 10
Balance - June 30, 1943 (Exhibit "A")			$ 553 14

CAPITAL FUND

Balance - July 1, 1942			$1 366 918 38
Additions:			
Payments from Current Fund for the Capital Fund:			
Equipment purchased	$ 5 626 27		
Improvements - college properties	2 165 93		
Forwarded		$ 7 792 20	$1 366 918 38

EXHIBIT "B" - Page 2

CAPITAL FUND (Continued)

Forwarded	$ 7 792 20	$1 366 918 38
Additions: (Continued)		
Payments from Current Fund for the Capital Fund: (Continued)		
Land purchased	1 500 00	
Reduction of mortgages payable	2 057 70	
Reduction of notes payable	500 00	11 849 90
Balance - June 30, 1943 (Exhibit "A")		$1 378 768 28

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

CONDENSED STATEMENT OF NET INCOME - CURRENT FUND

Years Ended June 30, 1943, and June 30, 1942

EXHIBIT "C"

	Year Ended 6-30-43	Year Ended 6-30-42	Increase Decrease
Income: (Exhibit "D")			
Student fees	$ 52 609 40	$ 52 880 06	$ 270 66
Nursery school fees	747 00	1 010 00	263 00
Appropriations	26 908 26	25 200 00	1 708 26
Gifts and grants	8 693 87	9 848 88	1 155 01
Endowment income	16 666 35	16 562 20	104 15
Auxiliary enterprises:			
Dining hall	62 872 56	60 898 71	1 973 85
Dormitories and homes	18 409 66	17 744 15	665 51
Laundry	4 476 89	4 452 20	24 69
Bookstore	9 175 20	6 683 44	2 491 76
Beauty parlor	602 35	474 85	127 50
Miscellaneous	1 302 17	2 603 22	1 301 05
Total Income	$202 463 71	$198 357 71	$ 4 106 00
Expenses: (Exhibit "E")			
Administrative and general	$ 16 694 50	$ 16 101 52	$ 592 98
Educational	61 173 26	62 542 47	1 369 21
Plant operation and maintenance	32 193 05	29 068 80	3 124 25
Student activities	4 407 65	4 946 88	539 23
Scholarships and prizes	3 856 00	3 677 00	179 00
Other expenses	4 435 06	5 716 42	1 281 36
Auxiliary enterprises:			
Dining hall	45 706 96	41 308 03	4 398 93
Dormitories and homes	11 163 42	11 572 74	409 32
Laundry	2 781 14	3 139 61	358 47
Bookstore	8 079 68	6 661 60	1 418 08
Beauty parlor	383 48	368 79	14 69
Total Expenses	$190 874 20	$185 103 86	$ 5 770 34
Net Income (Exhibit "B")	$ 11 589 51	$ 13 253 85	$ 1 664 34

x See Schedule D (Summary of Gifts)

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA
STATEMENT OF INCOME IN DETAIL
CURRENT FUND
Years Ended June 30, 1943, and June 30, 1942

EXHIBIT "D"

	Year Ended 6-30-43	Year Ended 6-30-42	Increase / Decrease
Student Fees:			
Matriculation	$ 2 040 00	$ 2 065 00	$ 25 00
Tuition	37 970 00	37 681 77	288 23
Laboratory	1 376 00	2 273 00	897 00
Household arts and applied arts	642 00	422 00	220 00
Student activities	2 682 00	2 701 50	19 50
Medical	1 783 28	1 743 00	40 28
Music	3 121 25	2 841 25	280 00
Diploma fees	315 00	465 00	150 00
Teacher training	600 00	760 00	160 00
Tuition - typing	114 00	25 50	88 50
Library fees	366 87	140 04	226 83
Community Leadership workshop (summer)	1 350 00	1 540 00	190 00
Late registration	249 00	222 00	27 00
Total Student Fees (Exhibit "C")	$ 52 609 40	$ 52 880 06	$ 270 66
Nursery School Fees (Exhibit "C")	$ 747 00	$ 1 010 00	$ 263 00
Appropriations:			
Board of Education of the Methodist Church	$ 13 228 26	$ 12 500 00	$ 728 26
Women's Division of Christian Service	13 680 00	12 700 00	980 00
Total Appropriations (Exhibit "C")	$ 26 908 26	$ 25 200 00	$ 1 708 26
Gifts and Grants:			
North Carolina Conference (43003 Cooperative Child Health Center 1,500 Grant-Study of Curriculum 2,500)	$ -	$ 778 59	$ 778 59
Carnegie Corporation (books	1 193 16	2 363 87	1 170 71
General Education Board	4 000 00	3 000 00	1 000 00
North Carolina State Board of Health	1 715 00	1 500 00	215 00
Payne Fund	900 00	1 600 00	700 00
Phelps - Stokes Fund	100 00	100 00	-
Miscellaneous gifts	553 50	2 145 79	1 592 29
Total Gifts and Grants	$ 8 461 66	$ 11 488 25	$ 3 026 59
Add: Deferred gifts for summer activities at 6-30-42, added back to 1943 operations	1 639 37	-	1 639 37
Forwarded	$ 10 101 03	$ 11 488 25	$ 1 387 22

EXHIBIT "D" - Page 2

	Year Ended 6-30-43	Year Ended 6-30-42	Increase Decreases
Forwarded	$ 10 101 03	$ 11 488 25	$ 1 387 22
Gifts and Grants: (Continued)			
Deduct: Gifts for summer activities deferred - at end of year	1 407 16	1 639 37	232 21
Net Gifts and Grants (Exhibit "C")	$ 8 693 87	$ 9 848 88	$ 1 155 01
Endowment Income:			
Interest on bonds and dividends on stock, less custodian expenses (Exhibit "C")	$ 16 666 35	$ 16 562 20	$ 104 15
Auxiliary Enterprises:			
Dining hall - meals served	$ 62 872 56	$ 60 898 71	$ 1 973 85
Dormitories and homes - rentals	18 409 66	17 744 15	665 51
Laundry - fees	4 476 89	4 452 20	24 69
Bookstore - sale of books and supplies	9 175 20	6 683 44	2 491 76
Beauty parlor - hairdressing, etc.	602 35	474 85	127 50
Total Auxiliary Enterprises (Exhibit "C")	$ 95 536 66	$ 90 253 35	$ 5 283 31
Miscellaneous:			
Rentals - investment properties	$ -	$ 744 20	$ 744 20
Gifts for scholarships and prizes	403 25	763 50	360 25
Gate receipts - athletics and lyceum	339 94	557 50	217 56
Rentals - academic attire	214 00	265 60	51 60
Sundry	344 98	272 42	72 56
Total Miscellaneous (Exhibit "C")	$ 1 302 17	$ 2 603 22	$ 1 301 05
Total Income (Exhibit "C")	$202 463 71	$198 357 71	$ 4 106 00

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA
STATEMENT OF EXPENSES IN DETAIL
CURRENT FUND
Years Ended June 30, 1943, and June 30,1942

EXHIBIT "E"

	Year Ended 6-30-43	Year Ended 6-30-42	Increase Decrease
Administrative and General:			
Salaries (Schedule 2)	$ 11 661 47	$ 11 292 66	$ 368 81
Traveling	511 70	513 89	2 19
Telephone and telegraph	719 58	551 52	168 06
Stationery, printing and postage	1 008 89	1 083 40	74 51
Associations, memberships and meetings	514 85	532 04	17 19
Commencement	208 42	193 10	15 32
Supplies and replacements	579 39	509 59	69 80
Advertising and soliciting	1 115 87	994 82	121 05
Professional services	374 33	391 83	17 50
Miscellaneous		38 67	38 67
Total Administrative and General (Exhibit "C")	$ 16 694 50	$ 16 101 52	$ 592 98
Educational:			
Salaries (Schedule 2)	$ 43 365 57	$ 45 932 83	$ 2 567 26
Salaries - students	840 68	660 38	180 30
Laboratory supplies	420 20	1 511 99	1 091 79
Travel - curriculum study	599 63	545 12	54 51
Other supplies and expenses	1 792 29	2 289 92	497 63
Library:			
Salaries (Schedule 2)	2 200 00	2 107 50	92 50
Wages	59 50	196 11	136 61
Magazines and newspapers	376 36	371 19	5 17
Supplies	130 06	377 30	247 24
Nursery School:			
Salaries (Schedule 2)	2 226 67	1 966 00	260 67
Wages	614 15	430 48	183 67
Parent - Child Institute	315 34	277 97	37 37
Homemaking Institute	300 01	335 39	35 38
Repairs and replacements	235 47	146 20	89 27
Heat, light and water	400 00	450 00	50 00
Scholarships	208 75	131 00	77 75
Supplies and miscellaneous	928 14	774 03	154 11
Child Health Center (summer):			
Salaries (Schedule 2)	1 359 00	730 34	628 66
Health Camp equipment and food	513 98	319 78	194 20
Scholarships	1 215 00	1 000 00	215 00
Publicity and other expenses	568 09	188 94	379 15
Repairs to buildings and equipment	348 09		348 09
Community Leadership Workshop (summer):			
Salaries (Schedule 2)	1 487 83	1 067 92	419 91
Scholarships	100 00	617 50	517 50
Publicity and other expenses	568 45	114 58	453 87
Total Educational (Exhibit "C") Forwarded	$ 61 173 26	$ 62 542 47	$ 1 369 21

EXHIBIT "E" - Page 2

	Year Ended 6-30-43	Year Ended 6-30-42	Increase Decrease
Plant Operation and Maintenance:			
Salaries - supervision (Sch. 2)	$ 1 265 00	$ 1 475 00	$ 210 00
Janitorial service	5 695 98	5 496 01	199 97
Care and maintenance of grounds	4 052 86	3 665 01	387 85
Repairs to buildings	3 710 07	2 471 34	1 238 73
Repairs to furniture and equipment	1 679 42	1 241 17	438 25
Fuel	5 679 59	5 667 33	12 26
Light and power	2 866 99	2 545 15	321 84
Water	1 289 02	1 207 42	81 60
Insurance	3 065 45	2 417 84	647 61
Automobile and truck expense	929 44	933 50	4 06
Supplies and replacements	1 959 23	1 949 03	10 20
Total Plant Operation and Maintenance (Exhibit "C")	$ 32 193 05	$ 29 068 80	$ 3 124 25
Student Activities:			
Athletics	$ 140 00	$ 320 89	$ 180 89
Dramatics	179 44	472 60	293 16
Lectures and lyceum	1 147 60	1 027 80	119 80
Religious organizations	710 65	630 84	79 81
Student publication	257 06	270 50	13 44
Student orchestra and choir	248 57	209 78	38 79
Miscellaneous	393 99	364 58	29 41
Medical service:			
Salaries (Schedule 2)	782 30	1 129 50	347 20
Wages	67 40	38 00	29 40
Supplies	480 64	482 39	1 75
Total Student Activities (Exhibit "C")	$ 4 407 65	$ 4 946 88	$ 539 23
Scholarships and Prizes - To Students (Exhibit "C")	$ 3 856 00	$ 3 677 00	$ 179 00
Other Expenses:			
Public relations:			
Salaries (Schedule 2)	$ 2 305 00	$ 1 260 00	$ 1 045 00
Wages	130 15	129 97	18
Traveling	470 55	1 789 71	1 319 16
Supplies and other expenses	766 39	1 322 66	556 27
Interest on notes and mortgages	687 27	834 73	147 46
Miscellaneous	75 70	379 35	303 65
Total Other Expenses (Exhibit "C")	$ 4 435 06	$ 5 716 42	$ 1 281 36

Forwarded

EXHIBIT "E" - Page 3

	Year Ended 6-30-43	Year Ended 6-30-42	Increase Decrease
Auxiliary Enterprises:			
Dining hall:			
Salaries (Schedule 2)	$ 2 212 50	$ 3 338 31	$ 1 125 81
Salaries and wages - students and others	7 454 75	5 553 78	1 900 97
Food	32 732 03	29 607 46	3 124 57
Supplies and replacements	2 038 26	1 744 43	293 83
Repairs to buildings and equipment	1 173 17	968 70	204 47
Laundry	96 25	95 35	90
Total Dining Hall (Exhibit "C")	$ 45 706 96	$ 41 308 03	$ 4 398 93
Dormitories and Homes:			
Salaries (Schedule 2)	$ 6 003 83	$ 5 296 00	$ 707 83
Salaries and wages - students	1 811 70	1 670 39	141 31
Supplies and replacements	1 543 06	1 992 01	448 95
Repairs to buildings and equipment	1 672 13	2 545 13	873 00
Laundry and cleaning	132 70	69 21	63 49
Total Dormitories and Homes (Exhibit "C")	$ 11 163 42	$ 11 572 74	$ 409 32
Laundry:			
Salaries and wages - students and others	$ 1 951 14	$ 2 303 71	$ 352 57
Supplies and replacements	643 67	686 15	42 48
Repairs to buildings and equipment	186 33	149 75	36 58
Total Laundry (Exhibit "C")	$ 2 781 14	$ 3 139 61	$ 358 47
Bookstore:			
Salaries (Schedule 2)	$ 388 00	$ 297 00	$ 91 00
Salaries - students	311 85	203 25	108 60
Books and supplies	7 279 83	6 161 35	1 118 48
Repairs to buildings and equipment	100 00		100 00
Total Bookstore (Exhibit "C")	$ 8 079 68	$ 6 661 60	$ 1 418 08
Beauty Parlor:			
Commissions and supplies (Exhibit "C")	$ 383 48	$ 368 79	$ 14 69
Total Expenses (Exhibit "C")	$190 874 20	$185 103 86	$ 5 770 34

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

COMPARATIVE STATEMENT OF INCOME AND EXPENSES WITH BUDGET

Year Ended June 30, 1943

EXHIBIT "F"

	Budget	Actual	Actual Over Under
Income:			
Students' fees	$ 51 500 00	$ 52 609 40	$ 1 109 40
Nursery school	1 000 00	747 00	253 00
Appropriations:			
Board of Education of the Methodist Church	12 500 00	13 228 26	728 26
Woman's Division of Christian Service	12 500 00	13 680 00	1 180 00
Gifts and grants	8 500 00	8 693 87	193 87
Endowment income	15 000 00	16 666 35	1 666 35
Dining hall	57 905 00	62 872 56	4 967 56
Dormitories and homes	17 300 00	18 409 66	1 109 66
Laundry	4 400 00	4 476 89	76 89
Book store	6 500 00	9 175 20	2 675 20
Beauty parlor	500 00	602 35	102 35
Miscellaneous	2 000 00	1 302 17	697 83
Total Income	$189 605 00	$202 463 71	$12 858 71
Expenses:			
Administration and general	$ 17 210 00	$ 16 694 50	$ 515 50
Educational	59 850 00	61 173 26	1 323 26
Plant operation and maintenance	29 325 00	32 193 05	2 868 05
Student activities	4 000 00	4 407 65	407 65
Scholarships and prizes	3 500 00	3 856 00	356 00
Dining hall	44 900 00	45 706 96	806 96
Dormitories and homes	10 050 00	11 163 42	1 113 42
Laundry	3 100 00	2 781 14	318 86
Bookstore	6 300 00	8 079 68	1 779 68
Beauty parlor	420 00	383 48	36 52
Public relations	6 200 00	3 672 09	2 527 91
Other non-educational	1 600 00	762 97	837 03
Total Expenses	$186 455 00	$190 874 20	$ 4 419 20
Equipment purchased from current income	3 150 00	5 626 27	2 476 27
Total	$189 605 00	$196 500 47	$ 6 895 47
Income in Excess of Expenses and Equipment Purchased	$ -	$ 5 963 24	$ 5 963 24

ENDOWMENT FUND SECURITIES

June 30, 1943

SCHEDULE 1

Description	Maturity Date	Par Value	Cost
Central Hanover Bank and Trust Co., New York, N. Y., Custodian:			
Bonds:			
Baltimore & Ohio R. R. Co., Ref. & Gen. "F" Conv. Stpd. 5%	3- 1-96	$10 000 00	$ 9 550 00
Boston & Albany R. R. Co., Improvements 4-1/4%	8- 1-78	5 000 00	5 025 00
Cleveland Terminal Valley R. R. Co., 1st 4%	11- 1-95	10 000 00	9 800 00
Lehigh & Lake Erie R. R. Co., 1st 4-1/2%	3- 1-57	10 000 00	9 800 00
Louisville & Nashville R. R. Co., 1st & Ref. "E" 3-3/4%	4- 1-03	10 000 00	9 750 00
Michigan Central R. R. Co., Grand Rapids Valley R. R., 1st 4%	9- 1-59	10 000 00	9 950 00
Michigan Consolidated Gas Co., 1st 4%	9- 1-63	10 000 00	9 893 75
Missouri, Kansas & Texas Ry. Co., 1st 4%	6- 1-90	7 000 00	6 527 50
Mohawk & Malone Ry. Co., Cons. Reg. 3-1/2%	3- 1-02	4 000 00	3 160 00
Montana Power Co., 1st & Ref. 3-3/4%	12- 1-66	10 000 00	9 700 00
New York & Putnam R. R. Co., 1st Cons. Reg. 4%	10- 1-93	10 000 00	9 400 00
Sioux City Gas & Electric Co., 1st 4%	7- 1-66	10 000 00	10 250 00
U. S. War Savings Bonds Reg. Series F	6- 1-54	700 00	518 00
U. S. War Savings Bonds Reg. Series F	8- 1-54	125 00	92 50
U. S. War Savings Bonds Defense Reg., Series G - 2-1/2%	11- 1-54	1 500 00	1 500 00
U. S. War Savings Bond Reg. Series G - 2-1/2%	3- 1-55	1 000 00	1 000 00
U. S. War Savings Bonds Reg. Series G - 2-1/2%	4- 1-55	30 000 00	30 000 00
West Va. & Pittsburgh R. R. Co., 1st 4%	4- 1-90	10 000 00	9 900 00
Forwarded			

Description	Par Value	Cost
Central Hanover Bank & Trust Co., New York, N. Y., Custodian (Cont'd):		
Stock:		
Home Federal Savings & Loan Ass'n, Greensboro, N. C.	$ 100 00	$ 100 00
Aluminum Company of America Cum. Pfd. - $6.00	10 000 00	11 204 00
Consolidated Edison Co., N. Y., Cum. Pfd. - $5.00	50 shs. - N. P.	9 774 00
Consumers Power Co., Cum. Pfd. - $4.50	100 shs. - N. P.	9 985 00
Warner, Wm. R. & Co., 2nd Part. Pfd. - $4.00	500 shs. $50 000 00	50 000 00
Allied Chemical & Dye Corp., Com.	50 shs. - N. P.	7 726 75
American Snuff Co., Com.	100 shs. 2 500 00	4 373 38
American Tel. & Tel. Co., Cap.	100 shs. 10 000 00	13 831 00
American Viscose Corp., Com.	100 shs. 14 00	3 621 50
Chrysler Corp., Com.	100 shs. 500 00	7 230 50
Climax Molybdenum Co., Com.	100 shs. - N. P.	4 423 50
Continental Insurance Co., Cap.	100 shs. 2 50	4 498 69
Commercial Invest. & Trust Co.,Com.	100 shs. - N. P.	3 258 09
Commonwealth Edison Co., Cap.	100 shs. 10 000 00	2 493 69
Deere & Company, Com.	200 shs. - N. P.	6 140 25
General Electric Co., Com.	100 shs. - N. P.	3 391 00
General Motors Corp., Com.	100 shs. 1 000 00	4 122 75
Houston Lighting & Power Co., Com.	100 shs. - N. P.	4 874 63
International Nickel Co., Can. Ltd., Com.	100 shs. - N. P.	3 007 47
Kennecott Copper Corp., Cap.	100 shs. - N. P.	3 754 24
Liggett & Myers Tob. Co. "B", Com.	100 shs. 2 500 00	6 929 75
Montgomery Ward & Co., Com.	100 shs. - N. P.	3 709 22
Phillips Petroleum Co., Cap.	100 shs. - N. P.	4 197 94
Standard Oil Co. of N. J., Cap.	100 shs. 2 500 00	4 392 00
Sterling Drug, Inc., Cap.	100 shs. 10 00	6 365 84
Union Carbide & Carbon Corp., Cap.	100 shs. - N. P.	7 456 06
United Aircraft Corp., Com.	100 shs. 500 00	3 408 47
Sub-Total (Exhibit "A")		$340 086 47
Board of Education of The Methodist Church, Nashville, Tenn., Custodian:		
Stock:		
Wm. R. Warner & Co., 6% 1st Pfd.	750 shs. $75 000 00	$ 75 000 00
Wm. R. Warner & Co., 4% 2nd Pfd.	750 shs. 75 000 00	75 000 00
Sub-Total (Exhibit "A")		$150 000 00
Securities on Hand (N/O Bennett College):		
U. S. Defense Bond, series F, due 1955	$ 500 00	$ 370 00
Total		$490 456 47

SALARIES PAID

Year Ended June 30, 1943

SCHEDULE 2

Classification and Name		Amount	Total
Administrative: (Exh. "E")			
David D. Jones, President:			
Cash	$4 500 00		
Board and rent	1 800 00	$ 6 300 00	
Almore M. Dale, Business Manager		2 130 00	
Theophile C. Taylor, Secretary-Bookkeeper		1 850 00	
DuDonna E. Tate, Clerk		1 120 00	
Student Assistants, clerks, etc.		261 47	$ 11 661 47
Educational: (Exh. "E")			
Ruth M. Acty		$ 620 00	
William A. Banner		1 635 00	
Lenore M. Barry		1 330 00	
Marie Bather		900 00	
T. Ruth Brett		2 450 00	
Beate Berwin		900 00	
Edgar Dale		400 00	
Maggie Daniel		1 630 00	
Aaron C. Dutton		1 600 00	
Sankie M. Everett		1 125 00	
Charles M. Ford		366 67	
Gladys I. Forde		900 00	
F. Nathaniel Gatlin		1 700 00	
Beatrice Hargroves		700 00	
Marie Hill		686 66	
Frederic A. Jackson		2 250 00	
Frances Johnson		1 400 00	
Coragreene Johnstone		1 800 00	
Bessie R. Jones		2 410 00	
Catherine W. Luck		288 65	
Nancy E. MacDowell		1 135 00	
Victoria E. Morrison		433 33	
James T. Morton, Jr.		1 530 00	
Muriel Petioni		2 250 00	
Willa B. Player		2 450 00	
Blanche R. Raiford		325 00	
Doris B. Rice		892 90	
Elizabeth Stanfield		1 035 00	
Orrin C. Suthern, II		1 980 00	
Marian Thacker		1 025 00	
John G. Turner		542 50	
Barbara A. Ware		1 740 00	
Albert N. Whiting		1 600 00	
Assistants, and consultants		1 334 86	43 365 57

Forwarded

SCHEDULE 2 - Page 2

Classification and Name	Amount	Total
Library: (Exh. "E")		
Constance H. Marteena	$ 1 350 00	
Willie M. Grimes	850 00	$ 2 200 00
Nursery School: (Exh. "E")		
Mary E. Menafee	$ 1 241 67	
Nettie M. Nash	985 00	2 226 67
Child Health Center: (Exh. "E")		
Lenore M. Barry	$ 100 00	
Pauline Byers	60 00	
Marie H. Dale	60 00	
Sankie M. Everett	182 50	
Muriel Petioni, M.D.	375 00	
Doris B. Rice	95 00	
Ellen Torrence	57 50	
Barbara A. Ware	252 00	
Miscellaneous, Assistants,etc.	177 00	1 359 00
Community Leadership Workshop: (Exh. "E")		
Gladys I. Forde	$ 100 00	
Rufus V. Grigsby	150 00	
Bessie R. Jones	75 00	
Mae Lee	85 00	
Nancy E. MacDowell	115 00	
Orrin C. Suthern, II	220 00	
Prince A. Taylor, Jr.	155 00	
Alberta B. Turner	205 00	
John G. Turner	77 50	
Emma F. Wallace	85 00	
Miscellaneous, Assistants,etc.	220 33	1 487 83
Plant Operation and Maintenance: (Exh. "E")		
Lawrence W. Rogers	$ 1 025 00	
Clara S. Rogers	240 00	1 265 00
Student Health (Medical Services): (Exh. "E")		
George H. Evans, M.D.	$ 200 00	
Annie Gilmer	122 30	
Frances S. Richie	460 00	782 30
Public Relations: (Exh. "E")		
Alexander A. Morrisey	$ 600 00	
Prince A. Taylor, Jr.	1 705 00	2 305 00

Forwarded

SCHEDULE 2 - Page 3

Classification and Name	Amount	Total
Dining Hall: (Exh. "E")		
Addie Hairston	$ 1 350 00	
Dorothy Howard	700 00	
Carol W. Ford	162 50	$ 2 212 50
Dormitories: (Exh. "E")		
Elizabeth Alston	$ 1 000 00	
Dorothy B. Hamilton	825 00	
Mamie B. McLaurin	1 345 00	
Ella M. Reaves	1 000 00	
Emma F. Wallace	368 33	
Ada G. Wells	297 50	
Helen L. Wiggins	1 000 00	
Miscellaneous assistants	168 00	6 003 83
Bookstore: (Exh. "E")		
Annabelle B. Taylor		388 00
Total		$ 75 257 17

INSURANCE IN FORCE

June 30, 1943

SCHEDULE 3

	Co-Insurance	Amount
Educational Properties:		
(Buildings and contents)		
Fire and windstorm - blanket	90%	$813 450 00
Investment Properties:		
Fire:		
3 dwellings - Greensboro (Lee Street)		11 400 00
1 dwelling - High Point		2 000 00
1 dwelling - Winston-Salem		2 000 00
1 dwelling - Greensboro (Gorrell Street)		1 100 00
2 dwellings - Greensboro (Sampson Street)		2 200 00
Automobiles:		
Chrysler and Chevrolet sedans (each):		
Fire and theft		Actual value
Chevrolet sedan:		
Public liability - injury		5/10 000 00
Public liability - property damage		5 000 00
Collision		$50.00 Deductible
Chevrolet truck:		
Fire and theft		Actual value
Public damage - injury		5/10 000 00
Fidelity Bonds:		
David D. Jones - President		2 500 00
Mrs. Theophile C. Taylor - Secretary - Bookkeeper		2 500 00
Almore M. Dale - Business Manager		2 500 00
Workmen's Compensation		N.C. Law

OCT - 3 1944

COPY

BENNETT COLLEGE

Greensboro, North Carolina

Report On

A U D I T

Year Ended

JUNE 30, 1944

PREPARED BY

CERTIFIED PUBLIC ACCOUNTANTS

RICHMOND, VA. RALEIGH, N. C.

GREENSBORO, N. C. WINSTON-SALEM, N. C.

DANVILLE, VA.

OCT - 9 1944

BENNETT COLLEGE

Greensboro, North Carolina

Report On

A U D I T

Year Ended

JUNE 30, 1944

OFFICERS

DAVID D. JONES
President

MRS. THEO. C. TAYLOR
Secretary-Bookkeeper

BOARD OF TRUSTEES

W. C. JACKSON
President

MRS. W. RAYMOND BROWN
Secretary

MRS. W. H. C. GOODE
Vice-President

A. P. SHAW
Vice-President

THOMAS F. HOLGATE
Treasurer

DAVID D. JONES
Asst. Treasurer

TERM EXPIRES 1945

Mrs. H. C. Black	Johnson City	Tenn.
Mrs. Harry E. James	New York	N. Y.
Mrs. Julius W. Cone	Greensboro	N. C.
Henry H. Crane	Detroit	Mich.
Mrs. W. H. C. Goode	Sidney	Ohio
W. C. Jackson	Greensboro	N. C.
Bishop Robert E. Jones	Columbus	Ohio
Mrs. M. L. Robinson	New York	N. Y.

TERM EXPIRES 1946

C. Everett Bacon	New York	N. Y.
Mrs. Robert K. Gordon	Dillon	S. C.
Garfield D. Merner	San Francisco	Cal.
John R. Race	New York	N. Y.
Mrs. F. C. Reynolds	Baltimore	Md.
Mrs. Foss Zartman	Lima	Ohio
A. P. Shaw	Baltimore	Md.

TERM EXPIRES 1947

Dr. Thomas F. Holgate	Evanston	Ill.
Bishop Clare Purcell	Charlotte	N. C.
Dr. Silas A. Peeler	Greensboro	N. C.
Mrs. W. Raymond Brown	East Aurora	N. Y.
Mrs. D. H. Hargis	Easton	Md.
Mrs. J. D. Bragg	St. Louis	Mo.
Mrs. Henry Pfeiffer	New York	N. Y.
Miss Louise Young	Nashville	Tenn.

I N D E X

June 30, 1944

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ESTABLISHED 1908

A. M. PULLEN & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

SOUTHEASTERN BUILDING

GREENSBORO, N. C.

GEORGE E. PERRIN, C.P.A.
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GREENSBORO, N.C.
RALEIGH, N.C.
WINSTON-SALEM, N.C.
RICHMOND, VA.
DANVILLE, VA.

August 10, 1944.

To the President and Board of Trustees,
Bennett College,
Greensboro, North Carolina.

Gentlemen:

We have audited the financial records of

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA,

for the fiscal year ended June 30, 1944, and now submit our report, consisting of the exhibits and schedules listed in the preceding index, and the following comments:

FINANCIAL POSITION

The financial position of the College at June 30, 1944, is presented in Exhibit "A", Balance Sheet, which has been prepared so as to reflect the financial position of the following funds:

Current Fund
Endowment Fund
Capital Fund

Our comments pertaining to each of the above funds follow:

CURRENT FUND

The Current Fund is the operating or working fund of the College and all items of current revenue and expenses flow through the accounts of this fund.

The assets and liabilities of the Current Fund were verified as follows:

Cash on hand and petty cash fund were counted and cash on deposit was verified by reconcilement of the balances certified to us by the banks. All cash receipts were traced to their deposit in bank. Cash disbursements were verified by inspection of properly executed and endorsed bank checks and examination of invoices or other documentary

evidence in support of the disbursements. Accounts receivable were not confirmed directly with the students, but we ascertained that the aggregate of the individual accounts was in agreement with the controlling account maintained in the general ledger. The reserve for doubtful accounts is equal to approximately 50% of the total amount of accounts receivable and is considered adequate. Accrued interest and dividends receivable on securities in the Endowment Fund were verified by computation of interest on bonds and inspection of dividend records and reports. The inventory of the bookstore was taken, priced and computed by employees of the College and our verification was limited to a test of its mathematical accuracy. Prepaid insurance was verified by computation.

Accounts payable were not verified beyond the inspection of creditors' statements or invoices on file. Accrued interest on mortgages and notes payable was verified by computation. Deferred credits represent students' fees paid in advance.

During the year a reserve of $3,000.00 was set up out of current fund surplus to provide for future reconditioning of the heating plant and likewise a reserve of $5,500.00 was set up for purchase of furniture and maintenance of furniture and equipment now on hand.

ENDOWMENT FUNDS

The securities and uninvested cash of these funds held by Central Hanover and Trust Company, New York, Custodians, were verified by direct correspondence with the bank, which furnished us with a list of the securities held.

The Endowment Funds were increased $56,220.45 during the year as follows:

General Education Board Fund	$ 23 853 33
Faculty Club Scholarship Fund	1 165 00
General Endowment Fund	17 622 12
Mrs. Nan Goode Smith Estate Fund	12 500 00
H. K. Kendall Fund	1 080 00
Total Increase	$56 220 45

The increase shown in the Endowment Fund of $23,853.33 of the General Education Board represents payment on its conditional appropriation of $200,000.00, as referred to in our previous audit reports. The minutes of the meeting of the Board of Trustees, held on April 29, 1943, disclosed that in December, 1942, the General Education Board voted a modification of the terms of its conditional appropriations which provide that Bennett College shall have received not less than $100,000.00 in cash and collectible pledges payable by June 30, 1945, pro rata payment by the Board, on account of its appropriation, shall be made against sums collected by the College, on account of the supplemental sums, on or before June 30, 1945.

CAPITAL FUND

The assets of this fund represent the completed fixed properties of the College, including land, buildings, equipment and other properties owned.

The balance of mortgages payable in connection with purchases of certain of the fixed assets are shown in detail in Exhibit "A", and were verified by confirmation received from the holder of these obligations.

Additions to fixed properties of the College during the year included outlays for the purchase of additional equipment and improvements totaling $5,443.41 which was furnished from the Current Fund.

RESULTS OF OPERATIONS - CURRENT FUND

The results of operations for the current year and the preceding year are shown in Exhibit "C", a brief summary of which is presented below:

	Year Ended June 30, 1944	1943	Increase
Income	$228 594 11	$202 463 71	$26 130 40
Less: Expenses	208 397 21	190 874 20	17 523 01
Net Income	$ 20 196 90	$ 11 589 51	$ 8 607 39

A comparison of the budget estimates and actual income and expenses for the current year is shown in Exhibit "F", a condensed summary of which follows:

	Budget	Actual	Actual Over Budget
Income	$204 150 00	$228 594 11	$ 24 444 11
Expenses	204 065 00	208 397 21	4 332 21
Net Income	$ 85 00	$ 20 196 90	$ 20 111 90
Equipment purchased from current income		2 898 41	2 898 41
Income in Excess of Expenses and Equipment Purchased	$ 85 00	$ 17 298 49	$ 17 213 49

We were informed that the enrollment for the school year ended June 30, 1944, was 400 students, as compared with 408 students for the previous year.

GENERAL

Insurance in force at June 30, 1944, is shown in Schedule 3.

No contingent liabilities were reported to us or disclosed during the course of our audit.

CERTIFICATE

Subject to the foregoing comments, in our opinion, the accompanying statements present fairly the financial position of Bennett College, Greensboro, North Carolina, at June 30, 1944, and the results of its operations for the fiscal year then ended in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Respectfully submitted,

A. M. Pullen & Co.

Certified Public Accountants.

BENNETT COLLEGE, GREENS

BALANCE

June 30,

ASSETS

CURRENT

Cash:			
On hand - petty cash fund		$ 100 00	
On deposit:			
Security National Bank, Greensboro, N. C.		12 814 12	
Bank of Greensboro, N. C.		5 033 75	$ 17 947 87
Accounts receivable:			
Students	$1 025 06		
Less: Reserve for doubtful accounts	512 50	$ 512 56	
Miscellaneous		443 20	955 76
Accrued interest and dividends receivable on endowment securities			3 445 21
Inventory - book store - at cost			1 229 20
Deferred charges:			
Prepaid insurance			3 083 07
Total			$ 26 661 11

ENDOWMENT

Central Hanover Bank & Trust Company, New York, N. Y., Custodian:			
Securities - at cost (Schedule 1)		$569 247 37	
Uninvested cash		16 774 34	$ 586 021 71
Due from Current Fund			4 054 19
Total			$ 590 075 90

Continue

...REENSBORO, NORTH CAROLINA

...ANCE SHEET

...e 30, 1944

EXHIBIT "A"

LIABILITIES

...RRENT FUND

Accounts payable - trade	$	5 372 05
Employees' withholding taxes payable		1 736 59
Due to Endowment Fund		4 054 19
Reserve for heating plant (reconditioning)		3 000 00
Reserve for purchase of furniture and maintenance		5 500 00
Deferred credits:		
Students' fees prepaid		5 590 26
Surplus (Exhibit "B")		1 408 02
Total	$	26 661 11

...MENT FUND

Endowment Funds:		
General Education Board Fund	$	343 857 07
Mr. & Mrs. Henry Pfeiffer Fund		150 000 00
Faculty Club Scholarship Fund		5 014 10
Nannie A. Foulkes Fund		1 024 93
Student Aid Fund		1 024 92
General Endowment Fund		40 542 25
Fannie M. Clair Fund		441 00
Woman's Home Missionary Society Fund		28 710 81
Board of Education - Methodist Church		4 000 00
Harlan P. & Marion B. Andrews Fund		50 00
John H. Race Fund		888 00
Carrie K. Shaw Fund		942 82
Mrs. Nan Goode Smith Estate Fund		12 500 00
H. K. Kendall Fund		1 080 00
Total	$	590 075 90

...ntinued

ASSETS

CAPITAL

College properties:		
Land	$220 580 50	
Buildings	977 167 46	
Equipment	145 031 38	
Streets, walks and fences	42 778 03	$1 385 557 37
Other properties owned:		
House and lot - Greensboro, N. C.	$ 5 034 68	
House and lot - High Point, N. C.	3 500 00	
House and lot - Winston-Salem, N. C.	4 000 00	12 534 68

Note:
Above property valuations are based on appraisal made in 1930, with subsequent additions at cost.

Total	$1 398 112 05

L I A B I L I T I E S

TAL FUND

Mortgages payable (amortization plan):	
North Carolina Mutual Life Insurance Co.	$ 8 949 28
Capital surplus:	
From gifts, accumulations and	
Current Fund expenditures (Exhibit "B")	1 389 162 77
Total	$1 398 112 05

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

ANALYSIS OF SURPLUS

Year Ended June 30, 1944 — EXHIBIT "B"

		Amount	Total
CURRENT FUND			
Balance - July 1, 1943			$ 553 14
Additions:			
Excess of income over expenses for year (Exhibit "C"):			
Income	$228 594 11		
Expenses	208 397 21	$20 196 90	
Collection of students' accounts previously charged off		64 97	20 261 87
Total			$ 20 815 01
Deductions:			
Payments from Current Fund for the Capital Fund:			
Equipment purchased:			
Educational	$ 347 50		
Library books	1 344 91		
Dining hall	347 80		
Dormitories	858 20	$ 2 898 41	
College property improvements		2 545 00	
Reduction of mortgages payable		408 84	
Reduction of notes payable		2 500 00	
Account payable - Charles W. Angle, Inc. (contract) - paid		2 042 24	
Reserved for furniture, equipment and repair	$ 5 500 00		
Reserved for student accounts receivable	512 50		
Reserved for heating plant (reconditioning)	3 000 00	9 012 50	19 406 99
Balance - June 30, 1944 (Exhibit "A")			$ 1 408 02
CAPITAL FUND			
Balance - July 1, 1943			$1 378 768 28
Additions:			
Payments from Current Fund for the Capital Fund:			
Equipment purchased		$ 2 898 41	
Improvements - College properties		2 545 00	
Reduction of mortgage payable		408 84	
Reduction of notes payable		2 500 00	
Payment of account payable - Charles W. Angle, Inc. (contract)		2 042 24	10 394 49
Balance - June 30, 1944 (Exhibit "A")			$1 389 162 77

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

CONDENSED STATEMENT OF NET INCOME - CURRENT FUND

Years Ended June 30, 1944, and June 30, 1943

EXHIBIT "C"

	Year Ended 6-30-44	Year Ended 6-30-43	Increase Decrease*
Income: (Exhibit "D")			
Student fees	$ 59 928 05	$ 52 609 40	$ 7 318 65
Appropriations	25 000 00	26 908 26	1 908 26*
Gifts and grants	13 153 25	8 693 87	4 459 38
Endowment income	23 769 64	16 666 35	7 103 29
Nursery school fees		747 00	747 00*
Auxiliary enterprises:			
Dining hall	64 926 13	62 872 56	2 053 57
Dormitories and homes	22 104 47	18 409 66	3 694 81
Laundry	4 229 45	4 476 89	247 44*
Bookstore	12 985 48	9 175 20	3 810 28
Beauty parlor	239 65	602 35	362 70*
Miscellaneous	2 257 99	1 302 17	955 82
Total Income	$228 594 11	$202 463 71	$26 130 40
Expenses: (Exhibit "E")			
Administrative and general	$ 17 589 91	$ 16 694 50	$ 895 41
Educational	65 907 07	61 173 26	4 733 81
Plant operation and maintenance	28 109 06	32 193 05	4 083 99*
Student activities	5 308 85	4 407 65	900 60
Scholarships and prizes	4 729 62	3 856 00	873 62
Other expenses	(a) 6 631 79	4 435 06	2 196 73
Auxiliary enterprises:			
Dining hall	56 113 37	45 706 96	10 408 41
Dormitories and homes	10 212 18	11 163 42	951 24*
Laundry	2 248 56	2 781 14	532 58*
Bookstore	11 346 08	8 079 68	3 266 40
Beauty parlor	199 32	383 48	184 16*
Total Expenses	$208 397 21	$190 874 20	$17 523 01
Net Income (Exhibit "B")	$ 20 196 90	$ 11 589 51	$ 8 607 39
(a) Includes the following:			
Interest on notes and mortgages	$ 486 95	$ 687 27	$ 200 32*
Miscellaneous	73 82	75 70	1 88*
Total	$ 560 77	$ 762 97	$ 202 20*

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

STATEMENT OF INCOME IN DETAIL - CURRENT FUND

Years Ended June 30, 1944, and June 30, 1943

EXHIBIT "D"

	Year Ended 6-30-44	Year Ended 6-30-43	Increase Decrease*
Student Fees:			
Matriculation	$ 2 000 00	$ 2 040 00	$ 40 00*
Tuition	45 620 00	37 970 00	7 650 00
Laboratory	2 185 00	1 376 00	809 00
Household arts and applied arts		642 00	642 00*
Student activities	2 724 00	2 682 00	42 00
Medical	1 955 00	1 783 28	171 72
Music	4 082 00	3 121 25	960 75
Diploma fees		315 00	315 00*
Teacher training	785 00	600 00	185 00
Tuition - typing		114 00	114 00*
Library fees	182 05	366 87	184 82*
Graduation	347 00		347 00
Community Leadership Workshop		1 350 00	1 350 00*
Late registration	48 00	249 00	201 00*
Total Student Fees (Exhibit "C")	$ 59 928 05	$ 52 609 40	$ 7 318 65
Nursery School Fees	$ -	$ 747 00	$ 747 00*
Appropriations:			
Board of Education of the Methodist Church	$ 12 500 00	$ 13 228 26	$ 728 26*
Women's Division of Christian Service	12 500 00	13 680 00	1 180 00*
Total Appropriations (Exhibit "C")	$ 25 000 00	$ 26 908 26	$ 1 908 26*
Gifts and Grants: (Special Purposes)			
Board of Education of the Methodist Church	$ 2 000 00	$ -	$ 2 000 00
Carnegie Corporation (books)	475 37	1 193 16	717 79*
General Education Board	3 500 00	4 000 00	500 00*
North Carolina State Board of Health		1 715 00	1 715 00*
Payne Fund		900 00	900 00*
Phelps-Stokes Fund	50 00	100 00	50 00*
Mrs. Henry Pfeiffer	3 000 00	553 50	2 446 50
Miscellaneous gifts	2 720 52		2 720 52
Total Gifts and Grants (Forwarded)	$ 11 746 09	$ 8 461 66	$ 3 284 43

Grant in Aid P40065 - Completion of the study and reorganization of the curriculum — — — — — — — 2.000

Appropriation I43005 - Toward support of a cooperative child Health Center — — — — — — — — 1,500

$3,500

EXHIBIT "D" - Page 2

	Year Ended 6-30-44	Year Ended 6-30-43	Increase Decrease*
Forwarded	$ 11 746 09	$ 8 461 66	$ 3 284 43
Gifts and Grants (Continued):			
Add: Deferred gifts for summer activities at end of preceding year added back to current year operations	1 407 16	1 639 37	232 21*
	$ 13 153 25	$ 10 101 03	$ 3 052 22
Deduct: Deferred gifts for summer activities - deferred at end of year		1 407 16	1 407 16*
Net Gifts and Grants (Exhibit "C")	$ 13 153 25	$ 8 693 87	$ 4 459 38
Endowment Income: Interest on bonds and dividends on stock less custodian expenses (Exhibit "C")	$ 23 769 64	$ 16 666 35	$ 7 103 29
Auxiliary Enterprises:			
Dining hall - meals served	$ 64 926 13	$ 62 872 56	$ 2 053 57
Dormitories and homes - rental	22 104 47	18 409 66	3 694 81
Laundry - fees	4 229 45	4 476 89	247 44*
Bookstore - sale of books and supplies	12 985 48	9 175 20	3 810 28
Beauty parlor - hairdressing, etc.	239 65	602 35	362 70*
Total Auxiliary Enterprises (Exhibit "C")	$104 485 18	$ 95 536 66	$ 8 948 52
Miscellaneous:			
Gifts for scholarships and prizes	$ 300 00	$ 403 25	$ 103 25*
Gate receipts - athletics and lyceum	1 406 96	339 94	1 067 02
Rentals - academic attire	208 00	214 00	6 00*
Sundry	343 03	344 98	1 95*
Total Miscellaneous (Exhibit "C")	$ 2 257 99	$ 1 302 17	$ 955 82
Total Income (Exhibit "C")	$228 594 11	$202 463 71	$26 130 40

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

STATEMENT OF EXPENSES IN DETAIL - CURRENT FUND

Years Ended June 30, 1944, and June 30, 1943

EXHIBIT "E"

	Year Ended 6-30-44	Year Ended 6-30-43	Increase Decrease*
Administrative and General:			
Salaries (Schedule 2)	$ 12 393 38	$ 11 661 47	$ 731 91
Traveling	634 43	511 70	122 73
Telephone and telegraph	636 36	719 58	83 22*
Stationery, printing and postage	1 079 22	1 008 89	70 33
Associations, membership and meetings	309 78	514 85	205 07*
Commencement	239 95	208 42	31 53
Supplies and replacements	792 98	579 39	213 59
Advertising and soliciting	900 00	1 115 87	215 87*
Professional services	350 00	374 33	24 33*
Miscellaneous	253 81		253 81
Total Administrative and General (Exhibit "C")	$ 17 589 91	$ 16 694 50	$ 895 41
Educational:			
Salaries (Schedule 2)	$ 49 650 24	$ 43 365 57	$ 6 284 67
Salaries - students	1 723 24	840 68	882 56
Laboratory supplies	1 223 43	420 20	803 23
Travel - Curriculum study	572 31	599 63	27 32*
Other supplies and expenses	1 936 81	1 792 29	144 52
Library:			
Salaries (Schedule 2)	2 300 00	2 200 00	100 00
Wages	777 92	59 50	718 42
Magazines and newspapers	342 03	376 36	34 33*
Supplies	111 66	130 06	18 40*
Nursery school:			
Salaries		2 226 67	2 226 67*
Wages		614 15	614 15*
Parent-Child Institute		315 34	315 34*
Homemaking Institute		300 01	300 01*
Repairs and replacements		235 47	235 47*
Heat, light and water		400 00	400 00*
Scholarships		208 75	208 75*
Supplies and miscellaneous		928 14	928 14*
Child Health Center (summer):			
Salaries (Schedule 2)	1 235 55	1 359 00	123 45*
Health camp equipment and food	337 92	513 98	176 06*
Scholarships		1 215 00	1 215 00*
Publicity and other expenses	233 22	568 09	334 87*
Repairs to buildings and equipment		348 09	348 09*
Health school:			
Salaries (Schedule 2)	2 300 00		2 300 00
Wages	630 00		630 00
Repairs	500 00		500 00
Care of grounds	75 00		75 00
Laundry	70 00		70 00

Forwarded

EXHIBIT "E" - Page 2

	Year Ended 6-30-44	Year Ended 6-30-43	Increase Decrease*
Educational: (Continued)			
Health school: (Continued)			
Supplies	$ 1 123 54	$ -	$ 1 123 54
Replacements	348 20		348 20
Fuel, refrigeration, etc.	236 00		236 00
Use of house - overhead	180 00		180 00
Community Leadership Workshop (summer):			
Salaries		1 487 83	1 487 83*
Scholarships		100 00	100 00*
Publicity and other expenses		568 45	568 45*
Total Educational (Exhibit "C")	$ 65 907 07	$ 61 173 26	$ 4 733 81
Plant Operation and Maintenance:			
Salaries - supervision (Schedule 2)	$ 2 360 00	$ 1 265 00	$ 1 095 00
Janitorial service	5 484 42	5 695 98	211 56*
Care and maintenance of grounds	4 994 73	4 052 86	941 87
Repairs to buildings	2 052 89	3 710 07	1 657 18*
Repairs to furniture and equipment	3 050 75	1 679 42	1 371 33
Fuel	5 487 96	5 679 59	191 63*
Light and power	2 843 82	2 866 99	23 17*
Water	1 486 70	1 289 02	197 68
Insurance	2 658 89	3 065 45	406 56*
Automobile and truck expense	1 039 59	929 44	110 15
Supplies and replacements	1 649 31	1 959 23	309 92*
Charged to dining hall - maintenance	(5 000 00)		5 000 00*
Total Plant Operation and Maintenance (Exhibit "C")	$ 28 109 06	$ 32 193 05	$ 4 083 99*
Student Activities:			
Athletics	$ 26 31	$ 140 00	$ 113 69*
Dramatics	224 18	179 44	44 74
Lectures and lyceum	2 255 73	1 147 60	1 108 13
Religious organizations	1 144 82	710 65	434 17
Student publication	243 50	257 06	13 56*
Student orchestra and choir	230 68	248 57	17 89*
Miscellaneous	508 67	393 99	114 68
Medical service:			
Salaries (Schedule 2)	365 00	782 30	417 30*
Wages	84 10	67 40	16 70
Supplies	225 26	480 64	255 38*
Total Student Activities (Exhibit "C")	$ 5 308 25	$ 4 407 65	$ 900 60
Scholarships and Prizes to Students (Exhibit "C")	$ 4 729 62	$ 3 856 00	$ 873 62

Forwarded

EXHIBIT "E" - Page 3

	Year Ended 6-30-44	Year Ended 6-30-43	Increase Decrease*
Other Expenses:			
Public relations:			
Salaries (Schedule 2)	$ 2 670 00	$ 2 305 00	$ 365 00
Wages	265 00	130 15	134 85
Traveling	598 83	470 55	128 28
Supplies and other expenses	2 537 19	766 39	1 770 80
Interest on notes and mortgages	486 95	687 27	200 32*
Miscellaneous	73 82	75 70	1 88*
Total Other Expenses (Exhibit "C")	$ 6 631 79	$ 4 435 06	$ 2 196 73
Auxiliary Enterprises:			
Dining hall:			
Salaries (Schedule 2)	$ 2 003 33	$ 2 212 50	$ 209 17*
Salaries and wages - students and others	10 057 53	7 454 75	2 602 78
Food	35 277 62	32 732 03	2 545 59
Supplies and replacements	2 867 96	2 038 26	829 70
Repairs to buildings and equipment	788 49	1 173 17	384 68*
Laundry	120 44	96 25	24 19
Maintenance and overhead	5 000 00		5 000 00
Total Dining Hall (Exhibit "C")	$ 56 115 37	$ 45 706 96	$10 408 41
Dormitories and Homes:			
Salaries (Schedule 2)	$ 4 286 00	$ 6 003 83	$ 1 717 83*
Salaries and wages - students	1 340 30	1 811 70	471 40*
Supplies and replacements	1 577 25	1 543 06	34 19
Repairs to buildings and equipment	2 818 63	1 672 13	1 146 50
Laundry and cleaning	190 00	132 70	57 30
Total Dormitories and Homes (Exhibit "C")	$ 10 212 18	$ 11 163 42	$ 951 24*
Laundry:			
Salaries and wages - students and others	$ 1 772 08	$ 1 951 14	$ 179 06*
Supplies and replacements	457 78	643 67	185 89*
Repairs to buildings and equipment	18 70	186 33	167 63*
Total Laundry (Exhibit "C")	$ 2 248 56	$ 2 781 14	$ 532 58*

Forwarded

EXHIBIT "E" - Page A

	Year Ended 6-30-44	Year Ended 6-30-43	Increase Decrease*
Bookstore:			
Salaries (Schedule 2)	$ 423 67	$ 388 00	$ 35 67
Salaries - students	427 10	311 85	115 25
Books and supplies	10 195 90	7 279 83	2 916 07
Repairs to buildings and equipment	299 41	100 00	199 41
Total Bookstore (Exhibit "C")	$ 11 346 08	$ 8 079 68	$ 3 266 40
Beauty Parlor:			
Commissions and supplies (Exhibit "C")	$ 199 32	$ 383 48	$ 184 16*
Total Expenses (Exhibit "C")	$208 397 21	$190 874 20	$17 523 01

BENNETT COLLEGE, GREENSBORO, NORTH CAROLINA

COMPARATIVE STATEMENT OF INCOME AND EXPENSES WITH BUDGET

Year Ended June 30, 1944

EXHIBIT "F"

	Budget	Actual	Actual Over Under*
Income:			
Students' fees	$ 51 700 00	$ 59 928 05	$ 8 228 05
Appropriations:			
Board of Education of the Methodist Church	12 500 00	12 500 00	
Woman's Division of Christian Service	12 700 00	12 500 00	200 00*
Gifts and grants	6 000 00	13 153 25	7 153 25
Endowment income	23 000 00	23 769 64	769 64
Dining hall	65 300 00	64 926 13	373 87*
Dormitories and homes	18 615 00	22 104 47	3 489 47
Laundry	4 470 00	4 229 45	240 55*
Bookstore	8 200 00	12 985 48	4 785 48
Beauty parlor	600 00	239 65	360 35*
Miscellaneous	1 065 00	2 257 99	1 192 99
Total Income	$204 150 00	$228 594 11	$24 444 11
Expenses:			
Administrative and general	$ 16 760 00	$ 17 589 91	$ 829 91
Educational	63 830 00	65 907 07	2 077 07
Plant operation and maintenance	26 985 00	28 109 06	1 124 06
Student activities	4 000 00	5 308 25	1 308 25
Scholarships and prizes	3 500 00	4 729 62	1 229 62
Dining hall	55 150 00	56 115 37	965 37
Dormitories and homes	14 700 00	10 212 18	4 487 82*
Laundry	3 500 00	2 248 56	1 251 44*
Bookstore	6 800 00	11 346 08	4 546 08
Beauty parlor	420 00	199 32	220 68*
Public relations	7 600 00	6 071 02	1 528 98*
Other noneducational	800 00	560 77	239 23*
Total Expenses	$204 065 00	$208 397 21	$ 4 332 21
Equipment purchased from current income		2 898 41	2 898 41
Total	$204 065 00	$211 295 62	$ 7 230 62
Income in Excess of Expenses and Equipment Purchased	$ 85 00	$ 17 298 49	$17 213 49

ENDOWMENT FUND SECURITIES

June 30, 1944

SCHEDULE 1

Description	Maturity Date	Par Value	Cost
Central Hanover Bank and Trust Co., New York, N. Y., Custodian:			
Bonds:			
Baltimore & Ohio R. R. Co., Stpd. Gen. Ref. 5%	3- 1-96	$10 000 00	$ 9 550 00
Boston & Albany R. R. Co., Improvement 4-1/4%	8- 1-78	5 000 00	5 025 00
Cleveland Terminal Valley R. R. Co., 1st 4%	11- 1-95	10 000 00	9 800 00
Laclede Gas Light Co., Ref. & Ext. Stpd. 5%	4- 1-45	1 000 00	1 002 50
Laclede Gas Light Co., Ref. & Ext. Stpd. 5%	4- 1-45	1 000 00	1 001 25
Laclede Gas Light Co., Ref. & Ext. Stpd. 5%	4- 1-45	1 000 00	1 002 50
Laclede Gas Light Co., Ref. & Ext. Stpd. 5%	4- 1-45	2 000 00	2 002 50
Laclede Gas Light Co., Ref. & Ext. Stpd. 5%	4- 1-45	2 000 00	2 002 50
Laclede Gas Light Co., Ref. & Ext. Stpd. 5%	4- 1-45	1 000 00	1 001 25
Lehigh & Lake Erie R. R. Co., 1st 4-1/2%	3- 1-57	10 000 00	9 800 00
Louisville & Nashville R. R. Co., 1st & Ref. "E" 3-3/4%	4- 1-03	10 000 00	9 750 00
Michigan Central Grand River R. R. Co., 1st 4%	9- 1-39	10 000 00	9 950 00
Missouri, Kansas & Texas R. R. Co., 1st 4%	6- 1-90	7 000 00	6 527 50
Mohawk & Malone R. R. Co., Cons. Reg. 3-1/2%	3- 1-02	4 000 00	3 160 00
Forwarded			

SCHEDULE 1 - Page 2

Description	Maturity Date	Par Value	Cost
Central Hanover Bank & Trust Co., New York, N. Y., Custodian (Cont'd):			
Bonds (Continued):			
Montana Power Company, 1st & Ref. 3-3/4%	12- 1-66	$10 000 00	$ 9 700 00
New York & Putnam R. R. Co., 1st Cons. Reg. 4%	10- 1-93	10 000 00	9 400 00
Sioux City Gas & Electric Co., 1st 4%	7- 1-66	10 000 00	10 250 00
West Virginia & Pittsburgh R. R. Co., 1st 4%	4- 1-90	10 000 00	9 900 00
U. S. War Savings Bonds Series "F"	6- 1-54	700 00	518 00
U. S. War Savings Bonds Series "F"	6- 1-55	500 00	370 00
U. S. War Savings Bonds Series "F"	8- 1-54	125 00	92 50
U. S. War Savings Bonds Series "G" 2-1/2%	11- 1-54	1 000 00	1 000 00
U. S. War Savings Bonds Series "G" 2-1/2%	11- 1-54	500 00	500 00
U. S. War Savings Bonds Series "G" 2-1/2%	8- 1-55	100 00	100 00
U. S. War Savings Bonds Series "G" 2-1/2%	4- 1-55	30 000 00	30 000 00
U. S. War Savings Bonds Series "G" 2-1/2%	9- 1-55	10 000 00	10 000 00
U. S. War Savings Bonds Series "G" 2-1/2%	9- 1-55	500 00	500 00
U. S. War Savings Bonds Series "G" 2-1/2%	1- 1-56	2 000 00	2 000 00
U. S. War Savings Bonds Series "G" 2-1/2%	9- 1-55	20 000 00	20 000 00
U. S. War Savings Bonds Series "G" 2-1/2%	3- 1-55	1 000 00	1 000 00

Forwarded

SCHEDULE 1 - Page 3

Description	Par Value	Cost
Central Hanover Bank & Trust Co., New York, N. Y., Custodian (Cont'd):		
Stocks:		
Allied Chemical & Dye Corp. 100 shares - common	N. P.	$ 15 653 50
Aluminum Company of America 100 shares - 6% cum. pfd.	$ 10 000 00	11 204 00
American Snuff Company 100 shares - common	2 500 00	4 373 38
American Steel Foundries 100 shares - common	N. P.	2 443 56
American Telephone & Telegraph Co. 100 shares - capital	10 000 00	13 831 00
American Viscose Corp. 100 shares - common	1 400 00	3 621 50
Chrysler Corporation 100 shares - common	500 00	7 230 50
Climax Molybdenum Co. 100 shares - common	N. P.	4 423 50
Commercial Investment & Trust Corp. 200 shares - common	N. P.	7 756 78
Commonwealth Edison Co. 100 shares - capital	2 500 00	2 493 69
Consolidated Edison Co. 100 shares - cum. 5% pfd.	N. P.	9 774 00
Consolidated Natural Gas Co. 10 shares - capital	150 00	203 00
Continental Insurance Co. 100 shares - capital	250 00	4 498 69
Consumers Power Company 100 shares - cum. 4-1/2% pfd.	N. P.	9 985 00
Deere & Company 200 shares - common	N. P.	6 140 25
Engineers Public Service Co. 100 shares - 5-1/2% cum. pfd.	N. P.	9 029 99

Forwarded

SCHEDULE 1 - Page A

Description	Par Value	Cost
Central Hanover Bank & Trust Co., New York, N. Y., Custodian (Cont'd):		
Stocks (Continued):		
General Electric Company 100 shares - common	N. P.	$ 3 391 00
General Foods Corporation 100 shares - common	N. P.	4 225 00
General Motors Corp. 200 shares - common	$ 2 000 00	10 212 91
Home Federal Savings & Loan Association	100 00	100 00
Houston Light & Power Company 100 shares - common	N. P.	4 874 63
International Nickel Co. of Canada 100 shares - common	N. P.	3 007 47
Kennecott Copper Corp. 100 shares - capital	N. P.	3 734 24
Liggett & Myers Tobacco Co. 100 shares - class "B" common	2 500 00	6 929 75
Montgomery Ward & Company 100 shares - common	N. P.	3 709 22
Phillips Petroleum Company 100 shares - capital	N. P.	4 197 94
Standard Oil Company of New Jersey 100 shares - capital	2 500 00	4 392 00
Sterling Products, Inc. 100 shares - capital	1 000 00	6 365 84
Union Carbide & Carbon Corp. 100 shares - capital	N. P.	7 456 06
United Aircraft Corporation 100 shares - common	500 00	3 408 47
United States Rubber Company 100 shares - 8% 1st noncumulative pfd.	10 000 00	12 610 00

Forwarded

SCHEDULE 1 - Page 5

Description	Par Value	Cost
Central Hanover Bank & Trust Co., New York, N. Y., Custodian (Cont'd):		
Stocks (Continued):		
Washington National Insurance Co. 80 shares - capital	$ 800 00	$ 1 080 00
William R. Warner & Company 750 shares - 6% first pfd.	75 000 00	75 000 00
William R. Warner & Company 833 shares - 6% first pfd.	83 300 00	124 965 00
Total (Exhibit "A")		$569 247 37

SALARIES PAID

Year Ended June 30, 1944

SCHEDULE 2

Classification and Name		Amount	Total
Administrative (Exhibit "E"):			
David D. Jones, President:			
Cash	$4 500 00		
Board and rent	900 00	$ 5 400 00	
Almore M. Dale, Business Manager		2 330 00	
Theophile C. Taylor, Secretary-Bookkeeper		1 900 00	
DuDonna E. Tate, Clerk		1 308 34	
Ruth Holley, Stenographer		417 50	
U. M. Parnell, Stenographer		318 00	
Student assistants, clerks, etc.		719 54	$12 393 38
Educational (Exhibit "E"):			
Wilford M. Aiken		$ 1 686 35	
Beate G. Berwin		1 200 00	
T. Ruth Brett		2 610 00	
Thurse F. Davis		2 000 00	
Mamie Elam		1 500 00	
Gladys I. Forde		1 045 00	
Frederic A. Jackson		2 400 00	
F. Nat Tatlin		788 92	
Nancy E. McDowell		1 340 00	
F. Davis McKinney		1 260 00	
Gwendolyn L. McMillan		1 360 00	
Frances L. Monroe		1 500 00	
John V. Parnell		2 200 00	
Narda M. Parnell		435 00	
Geraldine E. Patterson		1 260 00	
Willa B. Player		2 550 00	
Muriel Petioni		2 145 00	
Mayme L. Powell		2 000 00	
Blanche R. Raiford		1 440 00	
Alice C. Reid		1 275 00	
Lucille C. Reynolds		455 00	
Doris B. Rice		1 180 00	
Alice A. Smith		1 860 00	
Elizabeth Stanfield		1 157 50	
Orrin C. Suthern, II		2 650 00	
Ivan E. Taylor		3 200 00	
Marrian I. Thacker		855 00	
Velma L. Thomas		755 00	
Barbara A. Ware		1 942 50	
Frank L. Williams		411 28	
Prince E. Wilson		1 500 00	
Miscellaneous, part-time assistants		1 688 69	49 650 24
Library: (Exhibit "E"):			
Constance H. Marteena		$ 1 400 00	
Willia M. Grimes		900 00	2 300 00

Forwarded

SCHEDULE 2 - Page 2.

Classification and Name	Amount	Total
Student Health (Medical Services) (Exhibit "E"):		
Annie W. Gilmer		$ 365 00
Plant Operation and Maintenance (Exhibit "E"):		
Lawrence W. Rogers	$ 1 560 00	
Ada G. Wells	800 00	2 360 00
Public Relations (Exhibit "E"):		
Alexander A. Morisey	$ 1 800 00	
Daphne N. Lawson	560 00	
Prince A. Taylor	310 00	2 670 00
Dining Hall (Exhibit "E"):		
Clara S. Rogers	$ 968 33	
Peggy E. Toatley	1 035 00	2 003 33
Dormitories (Exhibit "E"):		
Grace C. Gates	$ 1 440 00	
Mamie B. McLaurin	1 360 00	
Annie C. Ponds	450 00	
Emma F. Wallace	850 00	
Miscellaneous assistants	186 00	4 286 00
Bookstore (Exhibit "E"):		
Frankie E. Hardwick	$ 240 00	
Almore M. Dale	103 00	
DuDonna E. Tate	80 67	423 67
Cooperative Child Health Center (Exhibit "E"):		
Esther Carter	$ 910 00	
Annie W. Gilmer	390 00	
Muriel Peticni (consultant)	500 00	
John A. Tarpley	100 00	
Barbara A. Ware (consultant)	400 00	2 300 00
Cooperative Health Center (Exhibit "E"):		
Annie W. Gilmer	$ 95 00	
Muriel Peticni	355 00	
Mary Randolph	120 00	
Elizabeth Stanfield	117 50	
Velma L. Thomas	125 00	
Emma F. Wallace	95 55	
Barbara A. Ware	387 50	1 295 55
Total		$79 987 17

INSURANCE IN FORCE

June 30, 1944

SCHEDULE 3

	Co-Insurance	Amount
Educational Properties:		
(Buildings and contents)		
Fire and windstorm - blanket	90%	$966 450 00
Investment Properties:		
Fire:		
3 Dwellings - Greensboro (Lee Street)		11 400 00
1 Dwelling - High Point		2 000 00
1 " - Winston-Salem		2 000 00
1 " - Greensboro (Garrett Street)		1 100 00
2 Dwellings - Greensboro (Sampson Street)		2 200 00
Automobiles:		
Chrysler and Chevrolet sedans (each):		
Fire and theft		Actual Value
Chevrolet sedan:		
Public liability - injury		5/10 000 00
" " - property damage		5 000 00
Collision		50 00) Deductible)
Chevrolet truck:		
Fire and theft		Actual Value
Public damage - injury		5/10 000 00
Fidelity Bonds:		
Blanket bond		10 000 00
Workmen's Compensation		N. C. Law

INSURANCE IN FORCE

June 30, 1944

SCHEDULE 3

	Co-Insurance	Amount
Educational Properties:		
(Buildings and contents)		
Fire and windstorm - blanket	90%	$966 450 00
Investment Properties:		
Fire:		
3 Dwellings - Greensboro (Lee Street)		11 400 00
1 Dwelling - High Point		2 000 00
1 " - Winston-Salem		2 000 00
1 " - Greensboro (Garrett Street)		1 100 00
2 Dwellings - Greensboro (Sampson Street)		2 200 00
Automobiles:		
Chrysler and Chevrolet sedans (each):		
Fire and theft		Actual Value
Chevrolet sedan:		
Public liability - injury		5/10 000 00
" " - property damage		5 000 00
Collision		50 00) Deductible)
Chevrolet truck:		
Fire and theft		Actual Value
Public damage - injury		5/10 000 00
Fidelity Bonds:		
Blanket bond		10 000 00
Workman's Compensation		N. C. Law

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AUDIT REPORT

YEAR ENDED JUNE 30, 1947

BENNETT COLLEGE

GREENSBORO, NORTH CAROLINA

T. L. MATLOCK

CERTIFIED PUBLIC ACCOUNTANT

GREENSBORO, N. C.

REPORT ON AUDIT

Year Ended June 30, 1947

BENNETT COLLEGE

Greensboro, North Carolina

T. L. MATLOCK, CERTIFIED PUBLIC ACCOUNTANT

BENNETT COLLEGE

Greensboro, North Carolina

OFFICERS

David D. Jones, President

Mrs. Theo. C. Taylor, Secretary-Comptroller

Ruth O'Neil Fleming, Bookkeeper

BOARD OF TRUSTEES

W. C. Jackson, President

Mrs. W. H. C. Goode, Vice President

Mrs. J. G. Meidenbauer, Treasurer

Mrs. H. R. Hargis, Secretary

A. P. Shaw, Vice President

David D. Jones, Asst. Treasurer

Term Expires 1948

(W D)	Mrs. H. C. Black	Johnson City, Tenn.
(B E)	Robert N. Brooks	New Orleans, La.
(B E)	Mrs. Julius W. Cone	Greensboro, N. C.
(A L)	Henry H. Crane	Detroit, Mich.
(W D)	Mrs. W. H. C. Goode	Sidney, Ohio
(B E)	W. C. Jackson	Greensboro, N. C.
(A L)	Mrs. Harry E. James	New York City
(A L)	Robert E. Jones	Gulfside, Waveland, Miss.
(W D)	Mrs. M. L. Robinson	New York City

Term Expires 1949

(B E)	C. Everett Bacon	New York City
(W D)	Mrs. Robert K. Gordon	Dillon, S. C.
(A L)	Mrs. J. G. Meidenbauer	Buffalo, N. Y.
(B E)	Garfield D. Merner	San Francisco, California
(B E)	John H. Race	New York City
(W D)	Mrs. F. C. Reynolds	Washington, D. C.
(A L)	A. P. Shaw	Baltimore, Md.
(W D)	Mrs. Foss Zartman	Lima, Ohio

Term Expires 1950

(W D)	Mrs. J. D. Bragg	St. Louis, Mo.
(W D)	Mrs. W. Raymond Brown	East Aurora, N. Y.
(A L)	James C. Forsyth	New York City
(W D)	Mrs. D. H. Hargis	Easton, Md.
(B E)	Silas A. Peeler	Greensboro, N. C.
(B E)	Clare Purcell	Charlotte, N. C.
(B E)	Horace G. Smith	Evanston, Ill.
(A L)	Miss Louise Young	Nashville, Tenn.

A L - At Large
B E - Board of Education

W D - Woman's Division of Christian Service

BENNETT COLLEGE

Greensboro, North Carolina

I N D E X

June 30, 1947

Comments

Exhibits

Consolidated Balance Sheet	Exhibit A
Balance Sheet - Current Fund	Exhibit B
Analysis of Surplus - Current Fund	Exhibit C
Condensed Statement of Net Income - Current Fund	Exhibit D
Comparative Statement of Income and Expenses with Budget - Current Fund	Exhibit E
Statement of Income in Detail - Current Fund	Exhibit F
Statement of Expenses in Detail - Current Fund	Exhibit G
Balance Sheet - Endowment Funds	Exhibit H
Analysis of Endowment Funds	Exhibit I
Balance Sheet - Capital Fund	Exhibit J
Analysis of Surplus - Capital Fund	Exhibit K

Schedules

Securities - Endowment Funds	Schedule 1
Insurance in Force	Schedule 2

T. L. MATLOCK
CERTIFIED PUBLIC ACCOUNTANT
GREENSBORO, N. C.

August 5, 1947

To the President and Board of Trustees
Bennett College
Greensboro, North Carolina

Gentlemen:

We have audited the books and records of Bennett College, Greensboro, North Carolina, for the fiscal year ended June 30, 1947, and submit our report consisting of comments, exhibits and schedules, which are listed in the preceding index.

The assets and liabilities of the current fund were verified as follows: Petty cash was counted and cash on deposit was reconciled with the balances certified to us by the banks. All recorded cash receipts were traced to their deposit in the banks. Cash disbursements were verified by inspection of properly executed and endorsed bank checks and by examination of invoices or other evidence in support of disbursements.

Accounts receivable were not verified directly with students and others, but we ascertained that the aggregate of these accounts was in agreement with the control account in the general ledger. The reserve for doubtful accounts is considered adequate.

The inventory at the book store was taken, priced and computed by employees of the college and was not verified by us.

Accrued interest and dividends on securities in the endowment fund were computed by us on a basis consistent with that used the prior year.

Prepaid insurance was verified with amounts reported by the insurance companies or their agents.

Accounts payable were not verified beyond the inspection of creditors' statements or invoices on file.

Prepaid students' fees were not confirmed directly with the students but we ascertained that the aggregate of these accounts was in agreement with the control account in the general ledger.

The securities and uninvested cash of the endowment fund held by the Central Hanover Bank and Trust Company, New York, New York, custodians, were verified by direct correspondence with the bank.

The college and other properties contained in the capital fund account are shown at book values, and public records were not searched by us as to titles or liens.

No contingent liabilities were reported to us or disclosed during our audit.

CERTIFICATE

Subject to the foregoing limitations, the accompanying balance sheets and statements, in our opinion, fairly present the financial position of Bennett College, Greensboro, North Carolina, at June 30, 1947, and the results of its operations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Respectfully submitted,

T. L. Matlock

Certified Public Accountant

BENNETT COLLEGE

Greensboro, North Carolina

COMMENTS

Financial Position

The financial position of the college at June 30, 1947 is presented in the consolidated balance sheet, which is designated as "Exhibit A". A condensed summary of the balance sheet figures, as compared with those of the preceding year is shown below:

	June 30, 1947	June 30, 1946
Total Assets	$ 2,499,085.21	$ 2,353,856.55
Total Liabilities	$ 22,284.24	$ 16,703.66
Total Reserves	$ 27,983.03	$ 35,323.25
Fund Balances		
Current	3,226.82	6,354.81
Endowment	1,016,328.08	893,494.72
Capital	1,429,263.04	1,401,980.11
Net Capital	$ 2,476,800.97	$ 2,337,152.89

It will be noted that there has been an increase in net capital of $139,648.08 during the year ended June 30, 1947 over the preceding year. This increase is detailed as follows:

Increase in Endowment Funds	$ 122,833.36
Increase in Capital Assets	27,282.93
Decrease in Current Surplus	7,340.22
Decrease in Current Reserves	3,127.99
Net Capital Increase	$ 139,648.08

Current Fund

The current fund income exceeded expenses by the sum of $64,854.54, as compared with an excess of income over expenses for the preceding year of $40,015.35.

The current fund surplus was reduced by the sum of $27,282.93 during

BENNETT COLLEGE

Greensboro, North Carolina

COMMENTS

the year for capital expenditures as follows:

Library Books and Equipment	$ 6,299.54
Dormitory Equipment	837.08
Additions to Buildings	20,146.31

Further reductions of the current fund surplus were made by the transfer of funds as listed below:

To Reserve for Fund Raising Office	$ 5,000.00
To Endowment Fund	35,000.00

An additional $650.00 was reserved from the current fund surplus for doubtful accounts.

Repairs to the heating plant in the amount of $1,292.22 were made during the year and charged to the reserve for heating plant reconditioning, leaving a balance in this account of $639.09.

The reserve of $5,500.00 for the purchase and maintenance of furniture was entirely expended during the year.

The sum of $1,888.24 was transferred from the reserve for the purchase of library books to revenue (gifts and grants) for the current year, leaving a balance in this account of $1,351.17.

The reserve for the extended health service program in the amount of $1,672.76 was transferred to current revenue for the maintenance of the community health and nutrition program.

Expenditures of $5,185.00 were charged to the reserve for installing a new electric wiring system during the year, which reduced this reserve to $7,294.77.

The reserve of $500.00 for the Unthank Memorial was entirely expended during the year.

Current contributions to the building fund left a balance in that reserve at the end of the year amounting to $3,698.00.

BENNETT COLLEGE

Greensboro, North Carolina

COMMENTS

Endowment Funds

Increases in endowment funds were as follows:

General Education Board	$ 50,000.00
Faculty Club Scholarship	2,981.00
Net gain on sales of securities	18,144.84
John H. Race	370.00
Miscellaneous Gifts	16,337.52
Transferred from Current Fund Surplus	35,000.00
	$ 122,833.36

Capital Fund

Expenditures from the current fund during the year, as heretofore mentioned in detail, were capitalized and increased the capital fund to the extent of $27,282.93.

Results of Operations - Current Fund

The results of operations for the current year and the preceding year are shown in detail in "Exhibit D". A brief summary of this exhibit is shown below:

	Year Ended June 30, 1947	Year Ended June 30, 1946	Increase
Income	$ 364,750.60	$ 301,193.66	$ 63,556.94
Expenses	299,896.06	261,178.31	38,717.75
Net Income	$ 64,854.54	$ 40,015.35	$ 24,839.19

A comparison of the budget estimate and actual income and expenses for the current year is shown in "Exhibit E". The summary is as follows:

	Budget	Actual	Over
Income	$ 295,060.00	$ 364,750.60	$ 69,690.60
Expenses	294,150.00	299,896.06	5,746.06
Net Income	$ 910.00	$ 64,854.54	$ 63,944.54

We were informed that the enrollment for the school year ended June 30, 1947 was 505 students, as compared with 412 for the previous year.

BENNETT COLLEGE

Greensboro, North Carolina

COMMENTS

General

The General Education Board completed the conditional grant of the preceding year and transmitted the sum of $50,000.00 to the college for endowment.

Letters on file at the college indicate that the sum of $150,000.00 is now available to the college from the Crusade for Christ and $100,000.00 from the Pfeiffer Estate, or a total of $250,000.00 given through the Woman's Division of Christian Service of the Methodist Church.

Also, it is indicated that $150,000.00 has been voted to the college by the Board of Education, which meets the conditional gift of $112,500.00 left in the will of the late Mrs. Annie Merner Pfeiffer.

We are advised that these funds amounting to $512,500.00 are now available to the college for the erection of a new women's dormitory and a new student union building.

We examined the insurance policies in force at June 30, 1947 and the coverage is shown in Schedule 2 of this report.

BENNETT C

Greensboro, No

CONSOLIDATED B

June 30,

ASSETS

Current Funds

Cash and Bank Balances		$ 40,933.02	
Accounts Receivable			
Students	$ 1,298.18		
Others	163.03		
	$ 1,461.21		
Less: Reserve for Doubtful Accounts	634.12	827.09	
Inventory - Book Store		1,342.52	
Accrued Interest and Dividends on Securities		6,826.94	
Unexpired Insurance Premiums		3,564.52	
			$ 53,494.09

Endowment Funds

Cash and Bank Balances	$ 51,322.02	
Bonds and Stocks	965,006.06	
		1,016,328.08

Capital Funds

Land	$ 220,580.50	
Buildings	1,017,313.77	
Equipment	163,536.06	
Streets, Walks and Fences	22,778.03	
Houses and Lots	5,054.68	
		1,429,263.04

TOTAL ASSETS	$ 2,499,085.21

Exhibit A

ETT COLLEGE

o, North Carolina

TED BALANCE SHEET

e 30, 1947

LIABILITIES

Current Funds

Accounts Payable	$ 6,061.68		
Prepaid Students' Fees	16,222.56		
		$ 22,284.24	
Current Fund Reserves		27,983.03	
Total Liabilities and Reserves			$ 50,267.27

Fund Balances

Current Surplus		$ 3,226.82	
Endowment Funds		1,016,328.08	
Capital Surplus		1,429,263.04	
			2,448,817.94

TOTAL LIABILITIES, RESERVES AND FUND BALANCES $ 2,499,085.21

BENNETT COL

Greensboro, Nort

BALANCE SHEET - C

June 30, 1

ASSETS

Cash			
On Hand - Petty Cash		$ 100.00	
On Deposit			
Security National Bank, Greensboro, N. C.		35,714.27	
Bank of Greensboro, Greensboro, N. C.		5,118.75	
			$ 40,933.02
Accounts Receivable - Unsecured			
Students	$ 1,298.18		
Less: Reserve for Doubtful Accounts	634.12	$ 664.06	
Miscellaneous		163.03	
			827.09
Inventory - Book Store - at cost			1,342.52
Accrued Interest and Dividends			
On Endowment Securities			6,826.94
Deferred Charges			
Prepaid Insurance			3,564.52
TOTAL ASSETS			$ 53,494.09

Exhibit B

T COLLEGE

North Carolina

T - CURRENT FUND

30, 1947

LIABILITIES

Accounts Payable	$ 6,061.68	
Deferred Credits		
Prepaid Students' Fees	16,222.56	
Total Liabilities		$ 22,284.24

RESERVES

Reserves for Building	$ 3,698.00	
Heating Plant Reconditioning	639.09	
Purchase of Library Books	1,351.17	
Fund Raising Office	15,000.00	
Installing New Electric Wiring	7,294.77	
Total Reserves		27,983.03

SURPLUS

Surplus	3,226.82

TOTAL LIABILITIES, RESERVES AND SURPLUS	$ 53,494.09

Exhibit C

BENNETT COLLEGE

Greensboro, North Carolina

ANALYSIS OF SURPLUS - CURRENT FUND

June 30, 1947

Balance July 1, 1946			$ 6,354.81
Additions:			
Excess of Income over Expenses for year			
Income	$ 364,750.60		
Expenses	299,896.06		
		$ 64,854.54	
Payroll adjustment for prior year		8.40	
			64,862.94
			$ 71,217.75
Deductions:			
Payments from Current Fund for Capital Fund			
Library Books and Equipment		$ 6,299.54	
Dormitory Equipment		837.08	
Additions to Buildings		20,146.31	
Expense Adjustment for prior year		58.00	
Reserved for Fund Raising Office		5,000.00	
Reserved for Doubtful Accounts		650.00	
Transferred to Endowment Fund		35,000.00	
			67,990.93
Balance June 30, 1947			$ 3,226.82

Exhibit D

BENNETT COLLEGE

Greensboro, North Carolina

CONDENSED STATEMENT OF NET INCOME - CURRENT FUND

Years Ended June 30, 1946 and June 30, 1947

	Year Ended June 30, 1947	Year Ended June 30, 1946	Increase or Decrease
Income			
Student Fees	$ 79,974.96	$ 65,557.24	$ 14,417.72
Appropriations	30,000.00	27,750.00	2,250.00
Gifts and Grants	76,796.69	43,558.18	33,238.51
Endowment Income	38,251.06	36,906.57	1,344.49
Auxiliary Enterprises			
Dining Hall	76,353.38	79,800.50	3,447.12
Dormitories and Homes	34,815.92	21,617.85	13,198.07
Laundry	4,421.34	4,797.28	376.04
Book Store	19,699.96	16,976.10	2,723.86
Miscellaneous	4,437.29	4,229.84	207.45
Total Income	$ 364,750.60	$ 301,193.66	$ 63,556.94
Expenses			
Administrative and General	$ 23,769.32	$ 19,906.34	$ 3,862.98
Educational	94,252.38	89,493.25	4,759.13
Plant Operation and Maintenance	41,113.01	32,512.68	8,600.33
Student Activities	6,701.73	7,558.15	856.42
Scholarships and Prizes	5,013.20	5,893.00	879.80
Other Expenses	7,205.45	7,115.27	90.18
Auxiliary Enterprises			
Dining Hall	80,119.39	66,592.23	13,527.16
Dormitories and Homes	19,951.13	13,847.10	6,104.03
Laundry	5,363.14	3,458.56	1,904.58
Book Store	16,407.31	14,801.73	1,605.58
Total Expenses	$ 299,896.06	$ 261,178.31	$ 38,717.75
Net Income	$ 64,854.54	$ 40,015.35	$ 24,839.19

Exhibit E

BENNETT COLLEGE

Greensboro, North Carolina

COMPARATIVE STATEMENT OF INCOME AND EXPENSES WITH BUDGET

Year Ended June 30, 1947

Current Fund	Budget	Actual	Over or Under
Income			
Student Fees	$ 67,000.00	$ 79,974.96	$ 12,974.96
Appropriations	30,000.00	30,000.00	.00
Gifts and Grants	40,310.00	76,796.69	36,486.69
Endowment Income	35,000.00	38,251.06	3,251.06
Auxiliary Enterprises			
Dining Hall	77,900.00	76,353.38	1,546.62
Dormitories and Homes	21,400.00	34,815.92	13,415.92
Laundry	4,850.00	4,421.34	428.66
Book Store	16,000.00	19,699.96	3,699.96
Miscellaneous	2,600.00	4,437.29	1,837.29
Total Income	$ 295,060.00	$ 364,750.60	$ 69,690.60
Expenses			
Administrative and General	$ 22,300.00	$ 23,769.32	$ 1,469.32
Educational	100,550.00	94,252.38	6,297.62
Plant Operation and Maintenance	38,100.00	41,113.01	3,013.01
Student Activities	5,200.00	6,701.73	1,501.73
Scholarship and Prizes	7,000.00	5,013.20	1,986.80
Other Expenses	9,300.00	7,205.45	2,094.55
Auxiliary Enterprises			
Dining Hall	74,200.00	80,119.39	5,919.39
Dormitories and Homes	18,200.00	19,951.13	1,751.13
Laundry	4,300.00	5,363.14	1,063.14
Book Store	15,000.00	16,407.31	1,407.31
Total Expenses	$ 294,150.00	$ 299,896.06	$ 5,746.06
Income in Excess of Expenses	$ 910.00	$ 64,854.54	$ 63,944.54

BENNETT COLLEGE

Greensboro, North Carolina

STATEMENT OF INCOME IN DETAIL - CURRENT FUND

Year Ended June 30, 1947

Student Fees		
Matriculation	$ 2,525.00	
Tuition	58,312.50	
Laboratory	3,734.75	
Student Activities	3,622.50	
Medical	2,451.00	
Teacher Training	1,975.00	
Application	1,470.00	
Graduation	771.50	
Late Registration	115.00	
Library	388.61	
Music	4,609.10	
		$ 79,974.96
Appropriations		
Board of Education of the Methodist Church	$ 15,000.00 *	
Woman's Division of Christian Service	15,000.00	
		30,000.00
Gifts and Grants		
Board of Education of the Methodist Church	$ 15,080.87 *	
Woman's Division of Christian Service	2,500.00	
General Education Board	7,500.00	
Mrs. Henry Pfeiffer	2,500.00	
United Negro College Fund	18,664.17	
Board of Education - Special Race Relations	25,000.00	
Transferred from Community Health Program Reserve	1,672.76	
Transferred from Library Books Reserve	1,888.24	
Miscellaneous	1,990.65	
		76,796.69
Endowment Income		
Interest on Bonds and Dividends on Stocks less custodian expenses		38,251.06
Carried Forward		$ 225,022.71

* Includes $7,135.90 from Delaware, North Carolina, Tennessee and Washington Conferences.

BENNETT COLLEGE

Greensboro, North Carolina

STATEMENT OF INCOME IN DETAIL - CURRENT FUND

Year Ended June 30, 1947

Brought Forward		$ 225,022.71
Auxiliary Enterprises		
Dining Hall	$ 76,353.38	
Dormitories and Homes	34,815.92	
Laundry	4,421.34	
Bookstore	19,699.96	
		135,290.60
Miscellaneous		
Gifts for Scholarships and Prizes	$ 2,899.50	
Gate Receipts - Lyceum	1,105.51	
Sundry	432.28	
		4,437.29
Total Income		$ 364,750.60

BENNETT COLLEGE

Greensboro, North Carolina

STATEMENT OF EXPENSES IN DETAIL - CURRENT FUND

Year Ended June 30, 1947

Administrative and General			
Salaries and Wages		$ 15,136.29	
Traveling		808.65	
Telephone and Telegraph		944.05	
Stationery, Printing and Postage		1,522.57	
Supplies		824.67	
Replacements of Equipment		214.42	
Legal and Auditing		659.17	
Commencement		314.80	
Associations, Memberships and Meetings		436.52	
Entertainment of Guests		1,400.00	
Interest		1,125.00	
Miscellaneous		383.18	
			$ 23,769.32
Educational			
Salaries and Wages		$ 67,573.22	
Laboratory		1,053.27	
Supplies		2,926.65	
Replacements of Equipment		300.06	
Retirement Fund Premium		4,752.73	
Library:			
Salaries and Wages	$ 5,570.20		
Magazines and Newspapers	589.10		
Supplies	482.80	6,642.10	
(Expenditures of $6,299.54 for books and equipment have been capitalized)			
Extended Service in Health and Nutrition			
Salaries	$ 7,915.00		
Traveling	356.75		
Home Making Institute	1,327.87		
Clinic for Consultations	500.00		
Caravan of Sociology Students	800.00		
Miscellaneous	104.73		
		11,004.35	
			94,252.38
Scholarships and Prizes to Students			5,013.20
Forwarded to Page 2			$ 123,034.90

BENNETT COLLEGE

Greensboro, North Carolina

STATEMENT OF EXPENSES IN DETAIL - CURRENT FUND

Year Ended June 30, 1947

Brought Forward			$ 123,034.90
Plant Operation and Maintenance			
Salaries - Supervision		$ 3,326.92	
Other Salaries and Wages		7,202.83	
Repairs to Furniture and Fixtures		2,664.25	
Repairs to Buildings		8,131.87	
Care and Maintenance of Grounds		4,887.43	
Supplies and Replacements		2,040.22	
Equipment		525.37	
Insurance		3,461.23	
Fuel		8,770.85	
Water		1,745.13	
Lights and Power		4,666.04	
Automobile Truck Expense		1,690.87	
		$ 49,113.01	
Less: Charges to Auxiliary Enterprises			
Dining Hall	$ 5,000.00		
Dormitories and Homes	2,000.00		
Laundry	1,000.00		
		8,000.00	
			41,113.01
Student Activities			
Salaries and Wages		$ 1,563.25	
Athletics		85.50	
Dramatics		501.59	
Lectures and Lyceum		1,357.65	
Religious Organizations		182.97	
Vespers		751.45	
Student Publications		268.26	
Orchestra and Choir		1,123.69	
Medical Service and Supplies		291.21	
Miscellaneous		576.16	
			6,701.73
Public Relations			
Salaries and Wages		$ 2,474.60	
Traveling		1,737.39	
Publicity, Printing and Supplies		2,919.85	
			7,131.84
Forwarded to Page 3			$ 177,981.48

BENNETT COLLEGE

Greensboro, North Carolina

STATEMENT OF EXPENSES IN DETAIL - CURRENT FUND

Year Ended June 30, 1947

Brought Forward			$ 177,981.48
Auxiliary Enterprises			
Dining Hall			
Salaries and Wages	$ 15,708.27		
Repairs to Building and Equipment	371.19		
Food Supplies	57,516.52		
Laundry	189.66		
Other Supplies	1,333.75		
Maintenance and Overhead	5,000.00		
		$ 80,119.39	
Dormitories and Homes			
Salaries and Wages	$ 11,834.45		
Repairs to Buildings and Equipment	2,164.90		
Supplies and Replacements	3,638.85		
Laundry and Cleaning	312.93		
Maintenance and Overhead	2,000.00		
		19,951.13	
Laundry			
Salaries and Wages	$ 3,333.16		
Repairs to Buildings and Equipment	515.25		
Supplies and Replacements	514.73		
Maintenance and Overhead	1,000.00		
		5,363.14	
Book Store			
Salaries and Wages	$ 1,978.63		
Books and Supplies	14,222.17		
Repairs and Replacements	206.51		
		16,407.31	
			121,840.97
Miscellaneous			73.61
Total Expenses			$ 299,896.06

BENNETT CO

Greensboro, Nor

BALANCE SHEET - EN

June 30,

ASSETS

Securities

Central Hanover Bank and Trust Company New York, N. Y., Custodian	$ 965,006.06

Uninvested Cash

Central Hanover Bank and Trust Company New York, N. Y., Custodian	51,322.02

TOTAL ASSETS	**$ 1,016,328.08**

Exhibit H

TT COLLEGE

, North Carolina

- ENDOWMENT FUNDS

30, 1947

ENDOWMENT FUNDS

General Endowment Fund - Unrestricted	$ 757,260.20
Pfeiffer Library Fund	100,000.00
Pfeiffer Fund for Maintenance of Buildings	99,000.00
Carrie Barge Hall Fund	30,200.00
Mrs. Nan Goode Smith Estate Fund	12,500.00
Faculty Club Scholarship Fund	11,911.13
John H. Race Fund	1,998.00
Thayer Scholarship Fund	1,000.00
Nannie H. Faulkes Fund	1,024.93
Carrie K. Shaw Fund	942.82
Fannie M. Clair Fund	441.00
Harlan P. and Marion B. Andrews Fund	50.00
TOTAL ENDOWMENT FUNDS	$ 1,016,328.08

Exhibit I

BENNETT COLLEGE

Greensboro, North Carolina

ANALYSIS OF ENDOWMENT FUNDS

June 30, 1947

Names of Funds	Balance July 1, 1946	Additions	Balance June 30, 1947
General Endowment Fund	$ 152,031.70	$ 119,482.36	$ 757,260.20 *
Pfeiffer Library Fund	100,000.00		100,000.00
Pfeiffer Fund for Maintenance of Buildings	99,000.00		99,000.00
Carrie Barge Hall Fund	30,200.00		30,200.00
Mrs. Nannie Goode Smith Estate Fund	12,500.00		12,500.00
Faculty Club Scholarship Fund	8,930.13	2,981.00	11,911.13
John H. Race Fund	1,628.00	370.00	1,998.00
Thayer Scholarship Fund	1,000.00		1,000.00
Nannie H. Faulkes Fund	1,024.93		1,024.93
Carrie K. Shaw Fund	942.82		942.82
Fannie M. Clair Fund	441.00		441.00
Harlan P. and Marion B. Andrews Fund	50.00		50.00
General Education Board Fund	450,670.06 *		.00
Meidenbauer Fund	14,500.00 *		.00
Student Aid Fund	1,024.92 *		.00
H. W. Kendall Fund	1,080.00 *		.00
Effa M. Kelly Estate Fund	12,832.42 *		.00
Special Endowment Campaign Fund	5,638.74 *		.00
Total	$ 893,494.72	$ 122,833.36	$1,016,328.08

* Transferred to General Endowment Fund

BENNETT CO

Greensboro, Nor

BALANCE SHEET -

June 30,

ASSETS

College Properties

Land	$ 220,580.50	
Buildings	1,017,313.77	
Equipment	163,536.06	
Streets, Walks and Fences	22,778.03	
		$ 1,424,208.36

Other Properties

Houses and Lots, Greensboro, N. C.	5,054.68

TOTAL ASSETS	$ 1,429,263.04

Exhibit J

TT COLLEGE

, North Carolina

ET - CAPITAL FUND

30, 1947

SURPLUS

From Gifts, Accumulations and Current Fund Expenditures	$ 1,429,263.04
TOTAL SURPLUS	$ 1,429,263.04

Exhibit K

BENNETT COLLEGE

Greensboro, North Carolina

ANALYSIS OF SURPLUS - CAPITAL FUND

June 30, 1947

Balance July 1, 1946		$ 1,401,980.11
Additions:		
Payments from Current Fund for Capital Fund:		
Library Books and Equipment	$ 6,299.54	
Dormitory Equipment	837.08	
Additions to Buildings	20,146.31	
		27,282.93
Balance June 30, 1947		$ 1,429,263.04

BENNETT COLLEGE

Greensboro, North Carolina

SECURITIES - ENDOWMENT FUNDS

June 30, 1947

Description	Maturity Date	Par Value	Cost
Central Hanover Bank and Trust Co., New York, N. Y., Custodian:			
Bonds			
American Tel. & Tel. Co., Conv. Deb. 2 3/4%	12-15-61	$ 30,000.00	$ 32,735.50
Australia Commonwealth, 3 3/4%	6-15-57	15,000.00	14,625.00
Baltimore & Ohio R. R. Co., Stpd. Gen. Ref. 5%	3-1-96	10,000.00	9,550.00
Boston & Albany R. R. Co., Improvement 4 1/4%	8-1-78	5,000.00	5,025.00
Cleveland Terminal & Valley R. R. Co., 1st. 4%	11-1-95	10,000.00	9,800.00
Lehigh & Lake Erie R. R. Co., 1st. 4 1/2%	3-1-57	10,000.00	9,800.00
Michigan Central Grand River Valley R. R. Co., 1st. 4%	9-1-59	10,000.00	9,950.00
Missouri, Kansas & Texas Ry. Co., 1st. 4%	6-1-90	7,000.00	6,527.50
Mohawk & Malone Ry. Co., Cons. Reg. 3 1/2%	3-1-02	4,000.00	3,160.00
New York Central R. R. Co. Ref. & Imp. C. 5%	10-20-13	500.00	430.00
New York & Putnam R. R. Co., 1st. Cons. Reg. 4%	4-1-93	10,000.00	9,400.00
Southern Pacific R. R. Co.,4 1/2%	5-1-69	2,000.00	1,990.35
Western Union Tel. Co., 5%	3-1-60	5,000.00	5,354.82
West Virginia & Pittsburgh R. R. Co., 1st. 4%	4-1-90	10,000.00	9,900.00
U. S. Treasury, 2 1/4%	6-15-62	25,000.00	25,000.00
U. S. Treasury, 2 1/4%	12-15-62	20,000.00	20,000.00
U. S. Treasury, 2 1/2%	3-15-70	1,000.00	1,000.00
U. S. Treasury, 2 1/2%	12-15-72	20,000.00	20,000.00

BENNETT COLLEGE

Greensboro, North Carolina

SECURITIES - ENDOWMENT FUNDS

June 30, 1947

Description	Maturity Date	Par Value	Cost
Central Hanover Bank and Trust Co., New York, N. Y., Custodian			
Bonds (Continued)			
U. S. Treasury Notes Series "C" 1 1/4%	9-15-47	$ 6,000.00	$ 6,000.00
U. S. War Savings Series "F"	6-1-54	700.00	518.00
U. S. War Savings Series "F"	8-1-54	125.00	92.50
U. S. War Savings Series "F"	6-1-55	500.00	370.00
U. S. War Savings Series "F"	6-1-56	150.00	111.00
U. S. War Savings Series "F"	11-1-56	500.00	370.00
U. S. War Savings Series "F"	12-1-56	50.00	37.00
U. S. War Savings Series "F"	6-1-57	500.00	370.00
U. S. War Savings Series "F"	7-1-57	100.00	74.00
U. S. War Savings Series "F"	11-1-57	25.00	18.50
U. S. War Savings Series "F"	11-1-58	500.00	370.00
U. S. War Savings Series "G" 2 1/2%	11-1-54	1,000.00	1,000.00
U. S. War Savings Series "G" 2 1/2%	11-1-54	500.00	500.00
U. S.War Savings Series "G" 2 1/2%	3-1-55	1,000.00	1,000.00
U. S. War Savings Series "G" 2 1/2%	4-1-55	30,000.00	30,000.00
U. S. War Savings Series "G" 2 1/2%	8-1-55	100.00	100.00
U. S. War Savings Series "G" 2 1/2%	9-1-55	20,000.00	20,000.00
U. S. War Savings Series "G" 2 1/2%	9-1-55	10,500.00	10,500.00
U. S. War Savings Series "G" 2 1/2%	1-1-56	2,000.00	2,000.00
U. S. War Savings Series "G" 2 1/2%	7-1-56	100.00	100.00
U. S. War Savings Series "G" 2 1/2%	5-1-57	20,000.00	20,000.00
U. S. War Savings Series "G" 2 1/2%	8-1-57	10,000.00	10,000.00
U. S. War Savings Series "G" 2 1/2%	3-1-59	40,000.00	40,000.00

BENNETT COLLEGE

Greensboro, North Carolina

SECURITIES - ENDOWMENT FUNDS

June 30, 1947

Description	Par Value	Cost
Central Hanover Bank and Trust Co., New York, N. Y., Custodian		
Stocks		
Allied Chemical & Dye Corp., 100 shares - common	N. P.	$ 15,653.50
Aluminum Company of America, 100.80 shares - 3 3/4% com. pfd.	$ 10,400.00	10,321.50
American Business Shares, Inc., 23 shares - capital	N. P.	104.42
American Gas & Electric N. Y., 200 shares - common	2,000.00	8,070.06
American Snuff Co., 300 shares - common	7,500.00	13,420.88
American Steel Foundries, 100 shares - common	N. P.	2,443.56
American Viscose Corp., 100 shares - common	1,400.00	3,621.50
Atlantic City Electric Company	40.00	.00
Borden Co., 200 shares - capital	3,000.00	8,045.00
Cannon Mills Co., 105 shares - common	N. P.	5,825.00
Chase National Bank N. Y. C., 200 shares Cap.		6,541.26
Chrysler Corp., 200 shares - common	1,000.00	16,503.00
Climax Molybdenum Co., 100 shares - common	N. P.	4,423.50
C. I. T. Financial Corp., 200 shares - common	N. P.	7,756.78
Commonwealth Edison Co., 300 shares - capital	7,500.00	8,884.57
Consolidated Edison Co. of N. Y., 100 shares - 5% com. pfd.	N. P.	9,774.00
Consolidated Natural Gas Co., 200 shares - capital	3,000.00	6,869.15
Consumers Power Co., 100 shares 4 1/2% com. pfd.	N. P.	9,985.00
Continental Insurance Co., 100 shares - capital	250.00	4,498.69
Corn Products Refining Co., 100 shares - common	2,500.00	6,629.00
Creole Petroleum Corp., 200 shares - capital	1,000.00	5,112.68

BENNETT COLLEGE

Greensboro, North Carolina

SECURITIES - ENDOWMENT FUNDS

June 30, 1947

Description	Par Value	Cost
Central Hanover Bank and Trust Co., New York, N. Y., Custodian		
Stocks (Continued)		
Deere & Co., 200 shares - common	N. P.	$ 6,140.25
Detroit Edison Co., 200 shares - capital	$ 4,000.00	4,887.12
Discount Corp. of N. Y., 100 shares - capital	4,000.00	14,000.00
General Electric Co., 100 shares - common	N. P.	3,391.00
General Foods Co., 200 shares - common	N. P.	8,360.28
General Motors Corp., 300 shares - common	3,000.00	16,365.72
Guaranty Trust Co. of N. Y., 50 shares - cap.		12,900.00
Home Federal Savings and Loan Association	100.00	100.00
Houston Lighting and Power Co., 200 shares - common	N. P.	4,874.63
International Harvester Co., 100 shares - common	N. P.	8,032.50
International Nickel Co. of Canada, Ltd., 200 shares - common	N. P.	6,002.41
Kennecott Copper Co., 220 shares - capital	N. P.	9,528.62
Liggett & Myers Tobacco Co., 100 shares - Class "B" common	2,500.00	6,929.75
Lockheed Aircraft Corp., 200 shares - capital	200.00	3,583.88
Manufacturers Trust Co., 200 shares - capital	4,000.00	12,192.85
Massachusetts Investors Trust, 100 shares Ctf. of Bene. int.		2,756.00
Montgomery Ward & Co., Inc., 200 shares - common	N. P.	10,734.35
National City Bank N. Y. C., 200 shares - capital	2,500.00	7,300.00
Pacific Gas & Electric Co., 400 shares - common	10,000.00	15,485.21
Pittsburgh Plate Glass Co., 200 shares - capital	2,000.00	6,842.00
Philadelphia Electric Co., 400 shares - common	N. P.	10,463.46

BENNETT COLLEGE

Greensboro, North Carolina

SECURITIES - ENDOWMENT FUNDS

June 30, 1947

Description	Par Value	Cost
Central Hanover Bank and Trust Co., New York, N. Y., Custodian		
Stocks (Continued)		
Phillips Petroleum Co., 200 shares - capital	N. P.	$ 9,611.41
Pillsbury Mills, Inc., 100 shares - common	$ 2,500.00	2,975.00
Radio Corp. of America, 100 shares - common		900.00
Sears, Roebuck and Co., 400 shares - capital	N. P.	11,735.00
Southern Service Co., Ltd., 14 shares - 7% com. pfd.		1,428.00
Standard Oil Co. of New Jersey, 200 shares - capital	5,000.00	10,945.81
Sterling Drug, Inc., 200 shares - common	1,000.00	6,365.84
Union Carbide & Carbon Corp., 200 shares - capital	N. P.	15,488.56
Union Tank Car Co., 300 shares - capital	N. P.	9,360.75
United Aircraft Corp., 100 shares - common	500.00	3,408.47
U. S. Rubber Co., 100 shares - 8% 1st. non-com. pfd.	10,000.00	12,610.00
William R. Warner & Co., 750 shares - 6% com. 1st. pfd.	75,000.00	75,000.00
William R. Warner & Co., 833 shares - 6% com. 1st. pfd.	83,300.00	124,965.00
Westinghouse Electric Corp., 300 shares - common	3,750.00	10,263.00
Youngstown Sheet & Tube Co., 100 shares - common		6,816.97
Total		$ 965,006.06

Schedule 2

BENNETT COLLEGE

Greensboro, North Carolina

INSURANCE IN FORCE

June 30, 1947

Educational and Investment Properties		
Fire and Windstorm - Blanket (90% Co-Insurance)		$ 1,067,265.00
Automobiles (50 Mile Radius)		
Bodily Injury		25 /50,000.00
Property Damage		5,000.00
Comprehensive *		A.C.V.
Collision	$50.00	Deductible
* Chevrolets		600.00
Fidelity Bond		10,000.00
Workmen's Compensation		Standard

SEP 28 1933

Statement of Income and Expenditures
1932-33
Bennett College for Women
Greensboro, N. C.

Statement of Income

Statement of Expenditures

General Summary

Statement of Operating Assets and Liabilities

Receipts from the Board of Education

Receipts from the Woman's Home Missionary Society

INCOME AND EXPENDITURE STATEMENT

Bennett College for Women

For Fiscal Year 1932-33

INCOME

	Estimated 1932-33			Actual 1932-33
APPROPRIATIONS, GIFTS and GRANTS:				
Appropriations:				
W. H. M. Society	$11,250.00			$11,250.00
M. E. Board of Education	12,500.00			11,896.80
Gifts and Grants:				
John F. Slater Fund	1,125.00			1,125.00
State of North Carolina	315.00			315.00
*Special Scholarships	750.00			1,108.00
General Education Board	5,000.00			2,500.00
Phelps-Stokes Fund	200.00			200.00
General Donations	3,920.00			2,562.40
Total	$35,060.00			$30,957.20
STUDENT FEES:				
Entrance Fees	875.00			1,089.00
Tuition	10,500.00			11,077.75
Laboratory Fees	600.00			977.00
Household Arts and Art	160.00			116.50
Lyceum and Athletics	1,225.00			1,546.79
Medical Fees	375.00			401.50
Music Fees	325.00			451.00
Extension Department				767.85
Graduation and Teacher Training				310.00
Total	$14,060.00			$16,737.39
BUSINESS ENTERPRISES:				
Book Store	1,200.00		1,298.88	
Cafeteria	220.00		16.00	
Dining Hall	15,000.00		16,404.84	
Laundry	800.00		772.00	
Rent of Dormitories	4,100.00		4,468.00	
Rent of Homes	1,050.00		1,603.67	
		Amount Earned	24,563.39	
		Less Uncollected	3,322.62	
Total	$22,370.00		$21,240.77	$21,240.77
Forwarded	$71,490.00			$68,935.36

N O T E

*Of this amount $620.00 was received from the Woman's Home Missionary Society.

INCOME AND EXPENDITURE STATEMENT

INCOME - Continued

	Estimated 1932-33	Actual 1932-33
Brought forward	$71,490.00	$68,935.36
OTHER INCOME		
*Income from Endowment		48.79
**Quartette		575.39
Student Loan Fund		50.00
Accounts Receivable from 1932		
Students		1,031.02
Other		20.00
Accrued Interest		538.91
Diploma		5.00
Miscellaneous	700.00	293.83
Advanced Payments Student Fees		215.45
Total	700.00	2,778.39
GRAND TOTAL OF INCOME	$72,190.00	$71,713.75

N O T E

*Of this amount $45.00 was received from the M. E. Board of Education.
**Of this amount $170.96 was received from the M. E. Board of Education.

INCOME AND EXPENDITURE STATEMENT

Bennett College for Women

For Fiscal Year 1932-33

EXPENDITURES

	Estimated 1932-33	Actual 1932-33
Administration	$10,770.00	$10,157.39
Operation and Maintenance	11,950.00	11,832.59
Educational Expenses	25,650.00	23,835.57
Student Activities	1,600.00	1,285.62
Scholarships	1,500.00	2,388.80
Public Relations and Finance	1,300.00	1,448.59
BUSINESS ENTERPRISES		
Book Store	1,200.00	1,190.88
Cafeteria	220.00	44.64
Laundry	1,200.00	640.59
Dormitories	2,875.00	3,043.64
Dining Hall	11,785.00	11,863.98
Plant and Equipment		1,296.73
Standard Building and Loan Winston-Salem Property		285.00
Paving Assessment Winston-Salem Property		324.94
Student Loan Fund		50.00
Miscellaneous	700.00	524.77
GRAND TOTAL OF EXPENDITURES	$70,750.00	$70,213.73

GENERAL SUMMARY

Income and Expenditure Statement

Bennett College for Women

For Fiscal Year 1932-33

Balance on hand July 1, 1932	$1,035.51
Income as shown by detail statement	71,713.75
Total	72,749.26
Disbursements as shown by detail statement	70,213.73
Cash balance June 30, 1933	$2,535.53

N O T E

Of the amount on hand as of June 30, 1933, the sum of $579.87 is deposited in a closed bank and $1,955 is available at this time for the use in the operation of the college.

STATEMENT OF CURRENT ASSETS AND LIABILITIES

Bennett College for Women

June 30, 1933

ASSETS		LIABILITIES	
Cash	$2,535.53	Advanced payment on student fees	$215.45
Students Accounts Receivable	3,322.62	Operating surplus	8,142.70
Conditional Grant General Education Board	2,500.00		
Total	$8,358.15	Total	$8,358.15

BENNETT COLLEGE FOR WOMEN

Receipts from Board of Education 1932-33

October	5			$600.00
	10			1,065.00
November	9			93.00
December	14			600.00
Jaunary	11			263.00
	23			500.00
February	13			4.00
	14			500.00
	23			356.40
March	27			600.00
April	1			500.00
	13			7.00
	17			24.00
	30	J. E.	980.00	$6,092.40
May	24		2,500.00	
June	14		222.00	
	22		300.00	
	30	J. E.	200.40	
July	14		327.00	
	22		2,255.00	5,804.40
				11,896.80

Additional receipts from Board of Education

May	6	Campaign Expenses	170.96	
May	24	Interest on Invested Funds	45.00	215.96
		Grand Total		$12,112.76

BENNETT COLLEGE FOR WOMEN

Receipts from Woman's Home Missionary Society 1932-33

September 19	$520.83	
October 17	520.83	
November 17	792.71	
December 19	483.25	
January 18	468.75	
February 17	468.75	
March 25	531.04	
April 17	540.45	$4,326.61
May 17	784.38	
June 19	666.49	
July 17	5,352.52	
26	120.00	6,923.39
Grand Total		$11,250.00

TO THE BOARD OF TRUSTEES

OF

BENNETT COLLEGE

THE PRESIDENT SUBMITS HEREWITH HIS ANNUAL REPORT

FOR THE ACADEMIC YEAR

1936-1937

MEMBERS OF THE BOARD OF TRUSTEES OF BENNETT COLLEGE:

I have the honor to present my eleventh Annual Report.

BY-PRODUCTS

On May 25, 1927 in the Inaugural Address, these words were spoken:

> White men and women of the North join with white men and women of the South and with men and women of our own group to say that the day has come when Negro women need for their own a college inferior to none, where they shall be prepared for the responsibilities and opportunities of this new day.

If to me had been given the gift of prophecy, I could not have spoken more truly or accurately. THEN, those words were an expression of an ideal; NOW, they are a reality. Negroes live in a predominantly White civilization. All around them there are situations present which seem to indicate that they are not only different but inferior. The accomodations in the trains say this; the lack of equal opportunities in the schools say this; the injustices in the Courts have the same implication. Negroes are constantly faced with three obligations: one is to keep their own integrity, to believe in themselves in spite of the opinions of anyone else; another is, make use of their God-given abilities in order that they may achieve the best; and the third is to integrate themselves

into the life of the community so that they may have a sense of security.

Without ever mentioning it, in these eleven years we have had here as one of our ideals the development of a wider interracial understanding and an increase of the common acceptance of social responsibility. When the Governor of the state accepts the invitation to dedicate a Science Hall at a Negro College in the South, when the President of the Chamber of Commerce sends flowers to a guest in the home of a Negro President - you may be certain that some interracial understanding has been developing in that community.

There has been no "fan flare", no assertion of "our rights", but the persistent holding to an ideal. These students, coming from rural communities where they have encountered injustices and where their own prejudices have been allowed to grow unchecked, need to know, we think, that there are people of good will in the community in which they live. In order that they might know people of the other group, we have added to our faculty trained scholars of the White race who work with us in perfect understanding without friction. Without saying so, we have been trying to place our students in situations that would cause them to change their prejudices in light of the new experience.

Likewise, the cordial and understanding way in which all of us have worked together on this Board - people of the North, of the South, people of our own group - all magnifying the essentials and minimizing the accessory - has been a matter of great rejoicing. Thomas Jesse Jones, Director of the Phelps-Stokes Foundation, is authority for the statement that, in a larger measure than any other Negro College in America, Bennett builds good will and secures financial support from its constituency. This support shows that the college is fulfilling one of its responsibilities to the com-

munity, "to ~~transmit~~ transmute emotions and to make ideals live." But this is only one of the By-products of the labors here at Bennett; it is also an achievement in which each of you has had a part. Only one illustration will suffice: on former occasions, when our distinguished guest, Mrs. Pfeiffer, has visited Bennett, the local papers have made editorial comments on her coming, never once mentioning the fact that Bennett was a college for young Negro women. Bennett is one of the colleges of the community. We shall continue to work for this interracial understanding and for a wider acceptance of the social responsibility we share in this community.

ENROLLMENT

You will be interested, however, in the fact that we have not forgotten the main purposes for which the college is operating, namely, the students. In the face of more selective admissions, and notwithstanding the increase in tuition charges, our student enrollment has increased 24% over last year. The growth as evidenced from year to year is a constant reminder of the tremendous needs in this field of the education of Negro women. The entire growth over the past eleven years is as follows:

1926-1927	10
1927-1928	51
1928-1929	88
1929-1930	138
1930-1931	155
1931-1932	157
1932-1933	203
1933-1934	214
1934-1935	255
1935-1936	250
1936-1937	310

The senior class of this year, with forty-seven members, is the largest class which we have graduated. At present, if our students were housed two in a room, we have enough students to fill another dormitory with the ca-

pacity of Jones Hall. In other words, we have at this time 74 students who are not properly housed. Thanks to the generous gift of Mrs. Pfeiffer, this condition will be somewhat alleviated next year.

It does seem, however, that the suggestion of one of our Board members - that we need to have a higher selectivity - is the right suggestion. Already, we have worked on this matter of selection. Last year 49 of the incoming Freshmen were interviewed personally before they were accepted. In spite of the emphasis upon selection, it seems quite evident that our enrollment will gradually increase to 450-500, the number which we wish to stabilize, just as rapidly as we are able to secure adequate accomodations.

We are drawing upon a wider and wider distribution of students. A wider distribution of students from the counties in the state of North Carolina is evidenced by our spot map, as well as the wider distribution of students from many states in the United States. Eighteen states and the District of Columbia are represented in our enrollment.

CARE OF STUDENTS

The constant care of our students by the faculty is a matter of real satisfaction. Through the offices of the Dean, the Dean of Students, and the Registrar, we attempt to have personal contact and a sympathetic appreciation of every student who enrolls at Bennett. Every girl who lives in Greensboro is visited personally in her home, so that her background and problems may be understood. Every girl who lives on the campus has regular conferences with the Directors of the Dormitories and the Dean of Studonts. So far 317 individual interviews have been made by the Dean of Students for the year. With all we can do, however, we are con-

stantly losing students because of financial problems and other reasons of mal-adjustment. This loss of students seems to indicate that our method of selection and guidance has not reached the point of efficiency which all of us would have it reach.

Many evidences of faculty interest in students might be cited, but when I tell you that this year the faculty is giving $1,000 of their all too meager salaries to establish a Student Loan Fund, you can understand and appreciate their interest in these girls whom they serve.

INSTRUCTION

During a recent visit to Cornell University, I asked the noted Biologist, Dr. Petry, for advice on furnishing our Science Hall. He said, "You should spend the money which you have slowly, but get some good teachers." We are constantly attempting to emphasize the fact that the college employs the full time and the total personality of its teachers, and that as teachers, we are obliged to give to our students, by every possible technique which we can command, the best that we know about the subjects which we teach and about life.

Grades are a poor criterion for judging the way in which students absorb the lessons they are taught. However, grades do indicate the teachers' opinions of the achievements of their students. The grades for the first semester of this year would indicate that a large percentage of our students are doing acceptable work. The percentages of grades made by the students range as follows:

12%	made	grades	of	"A"
30%	"	"	"	"B"
32%	"	"	"	"C"
16%	"	"	"	"D"
3%	"	"	"	"E"
6%	"	"	"	"F"

GROWTH IN PHYSICAL EQUIPMENT

In 1932, as you will recall, the General Education Board offered to Bennett $250,000, provided we should raise $250,000. This year has seen that figure fully met, and Bennett has now received from the General Education Board $250,000 for endowment. During this present year, largely through the gift of Mr. and Mrs. Pfeiffer, two faculty cottages have been purchased and renovated and the Henry Pfeiffer Science Hall has been completed. It would be idle for me to elaborate upon the place which the Henry Pfeiffer Science Hall will fill in our campus life. And you can imagine the comfort and happiness which have come because of the new faculty cottages. Altogether, this has been a satisfactory year in seeing the completion of the first unit of endowment and the first unit in our building program.

The gifts of Foundations and Boards to Bennett College during the last few years are significant. This record is as follows:

{Capital fund 250,000 End. 30,000 Equip 25,000 Current

General Education	$305,000.00
Phelps-Stokes Fund	1,580.00
Rosenwald Fund	16,500.00
Carnegie Corporation	2,500.00
Slater Fund	8,820.00

CURRENT BUDGET

Our current budget will show that during the present year we are living by the policy of spending only what we have. We shall close the year without debt of any kind, in spite of the maintenance and improvement program which we are constantly carrying forward.

FIVE YEAR PROGRAM

In looking ahead to a five year program, I think that these needs should be planned for:

Dormitory	$100,000.00
Library and Administration Building	100,000.00
Chapel unit including a wing for Religious Education and a wing for a Little Theater	150,000.00
Dining Hall - enlarged and remodeled; the present buildings renovated	75,000.00
Home Management House, and five faculty cottages	50,000.00
Landscaping and roads	25,000.00

Is right

Is this enough? Will not 125,000-140,000 be necessary including equip?

Endowment

Fortunately the first part of the program, through the generosity of Mr. and Mrs. Pfeiffer, has been provided for. There are one or two elements of urgency in the program. The faculty homes are a necessity at the earliest possible date. There are faculty members on our staff who ought to be retained. With the advances that the surrounding colleges are making in salaries and housing, it becomes increasingly difficult to hold faculty members without adequate housing facilities.

Along with this building program, naturally, must go endowment. Bennett should have at least a million dollars of endowment within the next five years. Too, our faculty is asking the Board to make some provisions for a retirement plan. This, I hope, we can consider and in the near future be able to comply with this request of the faculty.

In closing this report, I must take opportunity to express to the Board of Trustees the deep sense of appreciation we feel in being privileged to work with you. Your understanding and sympathetic willingness to help makes the work here an opportunity instead of a task.

The building of Bennett College is a cooperative enterprise

in which our faculty shares with the Trustees full responsibility for the type of college that we have. I am, therefore, asking four of our faculty members to take a few minutes to bring to your attention the ways in which the curriculum is meeting the needs of our students.

May the future years be as productive as the eleven years that have passed in our cooperative effort.

Respectfully submitted,

David D. Jones,
PRESIDENT

BENNETT COLLEGE

REPORT FOR 1936-1937 and PROPOSED BUDGET FOR 1937-1938

I N C O M E

	Budget 1936-1937	Actual through March 31, 1937	Estimated through June 30, 1937	Total Present estimate 1936-37	Proposed Budget 1937-38
EDUCATIONAL:					
APPROPRIATIONS, GIFTS & GRANTS:					
APPROPRIATIONS:					
Board of Education	$12,500.00	$ 8,692.74	$ 3,807.26	$12,500.00	$12,500.00
Woman's Home Missionary Society	12,500.00	8,550.00	3,950.00	12,500.00	12,500.00
	$25,000.00	$17,242.74	$ 7,757.26	$25,000.00	$25,000.00
GIFTS AND GRANTS:					
State Dept. of Ed.	$ 270.00	$ 210.00	$ 60.00	$ 270.00	$ 270.00
N. C. Conference	1,000.00	557.25	442.75	1,000.00	1,000.00
Other Churches and Conferences	2,000.00	198.49	1,801.51	2,000.00	2,000.00
Phelps-Stokes Fund	150.00		150.00	150.00	150.00
Library Donations	300.00		300.00	300.00	300.00
Sundry	500.00	1,964.17	500.00	2,464.17	2,500.00
	$ 4,220.00	$ 2,929.91	$ 3,254.26	$ 6,184.17	$ 6,220.00
Endowment Income	$ 9,843.00	$ 2,742.27	$ 3,452.56	$ 6,194.83	$10,087.50
STUDENT FEES:					
Entrance	$ 1,300.00	$ 1,540.00	$	$ 1,540.00	$ 1,700.00
Tuition	14,000.00	20,586.30		20,586.30	22,000.00
Laboratory	1,500.00	1,049.00		1,049.00	1,500.00
Household Arts & Art	400.00	306.00		306.00	700.00
Lyceum & Athletics	2,000.00	2,061.50		2,061.50	2,000.00
Medical	630.00	1,187.25		1,187.25	1,000.00
Music	400.00	237.00	163.00	400.00	400.00
Extension	600.00	277.00	23.00	300.00	300.00
Graduation (Diploma)	130.00		235.00	235.00	250.00
Teacher Training	300.00	470.00		470.00	300.00
Late Registration	27.00	18.00		18.00	
	$21,287.00	$27,732.05	$ 421.00	$28,153.05	$30,150.00
TOTAL EDUCATIONAL	$60,350.00	$50,646.97	$14,885.08	$65,532.05	$71,457.50
AUXILIARY ENTERPRISES:					
DINING HALL:					
Students	$20,300.00	$20,741.04	$ 5,600.00	$26,341.04	$27,000.00
Faculty	4,300.00	3,218.53	1,500.00	4,718.53	5,000.00
Employees	800.00	773.08	200.00	973.08	1,000.00
Other	300.00	255.38		255.38	300.00
	$25,700.00	$24,988.03	$ 7,300.00	$32,288.03	$33,300.00

BENNETT COLLEGE

2-REPORT FOR 1936-1937 and PROPOSED BUDGET FOR 1937-1938

I N C O M E

	Budget 1936-1937	Actual through March 31, 1937	Esti-mated through June 30, 1937	Total Present esti-mate 1936-37	Proposed Budget 1937-38
AUXILIARY ENTERPRISES CONT.:					
DORMITORIES AND HOMES:					
Students	$ 5,800.00	$ 5,903.94	$ 1,520.00	$ 7,423.94	$ 7,000.00
Faculty (Homes)	1,500.00	1,114.00	620.00	1,734.00	1,700.00
Faculty (Dormitory)	1,300.00	820.67	480.00	1,300.67	1,300.00
Employees	150.00	80.00	20.00	100.00	100.00
Other	50.00	139.50		139.50	140.00
	$ 8,800.00	$ 8,058.11	$ 2,640.00	$10,698.11.	$10,240.00
LAUNDRY:					
Students	$ 1,600.00	$ 1,504.75	$ 400.00	$ 1,904.75	$ 1,900.00
Faculty	750.00	553.91	300.00	853.91	850.00
Dining Hall & Dormitories; Employees and Other	300.00	9.00	105.00	114.00	100.00
	$ 2,650.00	$ 2,067.66	$ 805.00	$ 2,872.66	$ 2,850.00
Book Store	$ 2,000.00	$ 3,982.05	$ 750.00	$ 4,732.05	$ 4,500.00
Total		$39,095.85	$11,495.00		
Less uncollected		- 8,037.92	- 8,037.92		
Total Aux. Enterp.	$39,150.00	$31,057.93	$19,532.92	$50,590.85	$50,890.00
MISCELLANEOUS & NON-EDUCATIONAL:					
Gate Receipts - Athletics, Lyceum	$	$ 210.20	$ 200.00	$ 410.20	$ 250.00
Gifts for Scholarships and Prizes	1,000.00	427.20	500.00	927.20	1,000.00
Sundry	300.00	71.87		71.87	300.00
	$ 1,300.00	$ 709.27	$ 700.00	$ 1,409.27	$ 1,550.00
Sub-total	$100,800.00	$82,414.17	$35,118.00	$117,532.17	$123,897.50
RECEIPTS:					
Receivable at 7-1-36		$13,924.24		$ 13,924.24	
Additional Income from Endowment		483.29		483.29	
Dividend from closed Bank		135.35		135.35	
		$14,542.88		$14,542.88	
GRAND TOTAL		$96,957.05	$35,118.00	$132,075.05	$123,897.50

BENNETT COLLEGE
Greensboro, N. C.

EXPENSE

	Budget 1936-37	Actual through March 31,1937	Estimated through June 30,1937	Total Present Estimate 1936-37	Proposed Budget 1937-38
EDUCATIONAL & GENERAL					
Administrative & General					
Administrative:					
Salaries	$ 6,710.00	$ 5,170.00	$ 1,940.00	$ 7,110.00	$ 7,110.00
Clerks, Stenographers, Students	800.00	960.47	591.50	1,551.97	1,840.00
Traveling	500.00	306.83	193.17	500.00	500.00
Telephone & Telegraph	500.00	324.72	175.28	500.00	500.00
Printing, Stamps and Stationery	1,000.00	852.83	100.00	952.83	1,000.00
Supplies, Expense Replacement	400.00	626.82	20.00	646.82	700.00
Equipment	150.00	48.19	50.00	98.19	300.00
General					
Auditing	170.00	313.33		313.33	300.00
Commencement	300.00		300.00	300.00	300.00
Ass'n., Membership & Meetings	400.00	195.00	50.00	245.00	250.00
Advertising & Soliciting	800.00	300.46	200.00	500.46	1,000.00
Sundry	200.00	136.68		136.68	
	$11,930.00	$ 9,235.33	$ 3,619.95	$12,855.28	$13,800.00
Educational					
Instructional:					
Salaries	$27,920.00	$21,879.42	$ 9,376.00	$31,255.42	$33,320.00
Wages including Students	400.00	74.00	100.00	174.00	500.00
Laboratory Supplies	800.00	540.98	159.02	700.00	1,000.00
Other Supplies & Exp.	1,100.00	1,201.05	50.00	1,251.05	1,300.00
Equipment		217.53		217.53	250.00
Federal Art Project		105.29	95.00	200.29	
Library:					
Salaries	1,080.00	756.00	324.00	1,080.00	1,180.00
Books	1,000.00	560.23	100.00	660.23	1,000.00
Expense and Supplies	450.00	118.47	50.00	168.47	400.00
Magazines		285.67		285.67	250.00
Extension:					
State Credit Courses:					
Expense & Supplies	550.00	72.85	262.00	334.85	350.00
Demonstrations:					
Stipends & Supplies	100.00		100.00	100.00	100.00
	$33,400.00	$25,811.49	$10,616.02	$36,427.51	$39,650.00
PLANT OPERATION & MAINTENANCE					
Physical Plant:					
Supervision Salaries	$ 1,200.00	$ 522.80	$ 300.00	$ 822.80	$ 1,500.00
Janitorial Wages (including students)	1,600.00	1,593.75	671.00	2,264.75	2,300.00

BENNETT COLLEGE
Greensboro, N. C.

2-EXPENSE

	Budget 1936-37	Actual through March 31,1937	Estimated through June 30,1937	Total Present Estimate,1936-37	Proposed Budget 1937-38
PLANT OPERATION & MAINTENANCE (cont.)					
Physical Plant (cont.)					
Repairs to furniture and Equipment	$ 350.00	$ 122.94	$ 210.00	$ 332.94	$ 400.00
Care & Maintenance of Grounds	2,000.00	1,370.93	600.00	1,970.93	2,100.00
Repairs to Buildings	500.00	538.00		538.00	700.00
Supplies, Replacements, and Expense	850.00	673.13	176.87	850.00	1,000.00
Equipment	400.00	32.82		32.82	400.00
Heat	3,000.00	3,292.63		3,292.63	3,500.00
Light and Power	2,000.00	1,510.32	450.00	1,960.32	2,000.00
Water	775.00	695.17	400.00	1,095.17	1,100.00
General Services:					
Property Insurance	1,175.00	11.40	1,400.00	1,411.40	1,400.00
Workman's Compensation Insurance	210.00	202.48		202.48	210.00
General Trucking	900.00	1,020.98	75.00	1,095.98	1,200.00
	$14,960.00	$11,587.35	$ 4,282.87	$15,870.22	$17,810.00
TOTAL	$60,290.00	$46,634.17	$18,518.84	$65,153.01	$71,260.00
AUXILIARY ENTERPRISES					
Dormitories & Homes:					
Salaries & Wages	$ 3,450.00	$ 2,303.52	$ 960.00	$ 3,263.52	$ 3,500.00
Repairs to Equipment and Buildings	1,700.00	381.42	50.00	431.42	1,500.00
Supplies, Expenses & Replacements	900.00	800.80	100.00	900.80	1,000.00
Equipment	500.00	1,303.35		1,303.35	1,200.00
Laundry & Cleaning	100.00	106.89	50.00	156.89	250.00
	$ 6,650.00	$ 4,895.98	$ 1,160.00	$ 6,055.98	$ 7,450.00
Dining Hall:					
Salaries & Wages	$ 4,500.00	$ 3,613.78	$ 1,521.00	$ 5,134.78	$ 5,500.00
Repairs to Equipment & Buildings	500.00	26.80	200.00	226.80	500.00
Food Supplies	17,000.00	16,461.10	5,100.00	21,561.10	22,000.00
Other Supplies & Replacements	500.00	674.42		674.42	1,000.00
Equipment	1,500.00	471.19	100.00	571.19	1,200.00
Laundry	200.00		100.00	100.00	200.00
	$24,200.00	$21,247.29	$ 7,021.00	$28,268.28	$30,400.00

BENNETT COLLEGE
Greensboro, N. C.

3 - EXPENSE

	Budget 1936-1937	Actual through March 31, 1937	Estimated through June 30, 1937	Total Present Estimate 1936-37	Proposed Budget 1937-38
AUXILIARY ENTERPRISES (cont.)					
Laundry:					
Salaries & Wages	$ 700.00	$ 785.86	$ 550.00	$ 1,335.86	$ 1,500.00
Repairs to Equipment & Buildings	100.00	2.00	98.00	100.00	200.00
Supplies, Expenses, & Replacements	250.00	277.83	100.00	377.83	400.00
Equipment	100.00	64.14	30.00	94.14	200.00
	$ 1,150.00	$ 1,129.83	$ 778.00	$ 1,907.83	$ 2,300.00
Bookstore:					
Wages for Students	$ 150.00	$ 30.00	$ 45.00	$ 75.00	$ 200.00
Books for Sale	1,000.00	3,004.88	100.00	3,104.88	3,000.00
Supplies for Sale	300.00	1,201.50	150.00	1,351.50	1,200.00
Equipment & Expense	150.00	82.22		82.22	100.00
	$ 1,600.00	$ 4,318.60	$ 295.00	$ 4,613.60	$ 4,500.00
Total Auxiliary Enterprises	$33,600.00	$31,591.70	$9,254.00	$40,845.70	$44,650.00
OTHER NON-EDUCATIONAL EXPENSE					
Scholarships & Prizes	$ 3,000.00	$ 3,229.20	$	$ 3,229.20	$ 3,500.00
Student Activity	1,700.00	2,005.55	200.00	2,205.55	2,200.00
Financial Campaign (Not for Current)	2,000.00	646.99	800.00	1,446.99	2,000.00
Interest	210.00	185.64	40.00	225.64	200.00
Sundry-Rental Properties		1,186.22		1,186.22	87.50
Total Non-Educational	$ 6,910.00	$ 7,253.60	$1,040.00	$ 8,293.60	$ 7,987.50
Sub-total	$100,800.00	$85,479.47	$28,812.84	$114,292.31	$123,897.50
OTHER DISBURSEMENTS					
Payable 7-1-36					
Notes		$ 2,500.00		$ 2,500.00	
Accounts		9,586.34		9,586.34	
Repairs Account Tornado		4,902.12		4,902.12	
Mortgages		522.26		522.26	
Miscellaneous		237.52		237.52	
		$17,748.24		$ 17,748.24	
GRAND TOTAL		$103,227.71	$28,812.84	$132,040.55	$123,897.50

BENNETT COLLEGE
Greensboro, N. C.

-CURRENT SUMMARY-

Cash Balance July 1, 1936		$ 969.24
Total Receipts as shown by Statement		96,957.05
		$ 97,926.29
Expenditures as shown by detail Statement	$103,227.71	
Less Accounts & Salaries Payable	9,808.63	93,419.08
Cash Balance March 31, 1937		$ 4,507.21

-

Summary of Estimated Income & Expense
to June 30, 1937

Cash Balance July 1, 1936	$ 969.24
Estimated total receipts July 1, '36-June 30, '37	132,075.05
	$ 133,044.29
Estimated Total Expenditures July 1, '36-June 30,'37	$ 132,040.55
Reserve for contingencies	$ 1,003.74

NC 245

Superintendent of Public Instruction
State of North Carolina

Raleigh January 31,1917.

J.Y. JOYNER, SUPERINTENDENT
C. E. McINTOSH, CHIEF CLERK

RECEIVED FEB 3 1917

Application Entered ✓
Blanks Recorded
Blanks Prepared ✓ 2.5.8

Dr. Abraham Flexner,

61 Broadway,

New York.

Dear Dr. Flexner:

I inclose a copy of a bill for the appointment of an Educational Commission for this state which we are preparing to introduce in the General Assembly next week.

I understood from my conference with you and Dr. Buttrick at Gulfport last spring that we could depend upon the cooperation of the General Education Board in this work, in case the General Assembly established the Commission. I feel that the time is ripe for such a survey and study of our entire educational system and I am anxious to secure the passage of this bill. I should be glad, however, to have from you in writing confirmatory assurance of the cooperation of your Board, if requested, to aid me in my work with the Committees, especially with the Chairmen of the Committees on Education, in securing a favorable report on the bill. I have told the Chairmen of the committees that I felt sure of the cooperation of your Board in this matter. In fact, I should hardly think it wise to undertake the work at this time unless we can have the assistance of yourself and the Board I believe there is an opportunity to do a great work looking towards the correlation and coordination of our entire public school system with the aid of such a Commission during the next two years. I am tired of having to take so many bites at the cherry.

With best wishes and kindest regards, I am,

Very truly yours,

J. Y. Joyner

NC-245

A BILL TO BE ENTITLED AN ACT TO CREATE A STATE EDUCATIONAL COMMISSION.

The General Assembly of North Carolina do enact:

Section 1. That there is hereby created a State Educational Commission consisting of five members of established reputation and successful experience in educational work, to be appointed by the Governor for the term of office of two years. It shall be the duty of said Commission to make a thorough study of the school laws of the entire public school system of the state, a careful survey of existing educational conditions and a comparative study and investigation of the educational systems of other states. Said Commission shall codify the public school laws of the State, and shall report to the General Assembly of one thousand nine hundred and nineteen with its recommendations of such amendments, changes and additions to the school law as in its opinion may be needed for a complete correlated, co-ordinated public school system.

Sec. 2. That said Commission shall also investigate the methods and cost of supplying text books to the public schools in this and other states and report to the General Assembly of one thousand nine hundred and nineteen the results of its investigation together with its recommendations about this matter.

Sec. 3. Said Commission is hereby authorized to employ such clerical and expert professional assistance as it may deem necessary for its work, and to call to its aid such other assistance as may be available, without expense to the state, from public or private foundations.

Sec. 4. That a sum of money not to exceed five thousand dollars $5,000.00] is hereby appropriated out of public funds in the hands of the State Treasurer, not otherwise appropriated, for the expenses of said Commission and its work.

Sec. 5. That the compensation of the members of the said Commission shall be five dollars ($5.00) per day and expenses for the time actually given to the work of the Commission, and the compensation of all persons

employed by said Commission for carrying out the purposes of this act, shall be fixed by said Commission. That the payment of the members of the Commission and of all employed under this act, shall be upon requisition of the State Superintendent of Public Instruction, approved by the Chairman of the Commission. Said Commission is hereby authorized to have all printing necessary for carrying out the purposes of this act done by the public printer as other public printing is done.

Sec. 6. This act shall be in full force and effect from and after its ratification.

AF/ESS

February 7, 1917

Dr. J. Y. Joyner
Department of Education
Raleigh, North Carolina

Dear Dr. Joyner:

I have yours of the 31st and I have postponed answering it until I could have a conference with Dr. Buttrick. Of course neither Dr. Buttrick nor I could make any promises for the General Education Board. We could at most promise you our warm interest. Whether or not we can participate in a survey of your state is a matter that would have to be determined by the Board at its next meeting which takes place May 24. In any event we are so occupied with Gary and Maryland that we could do nothing on it until next year. Would it not be well for you to get your bill passed quite regardless of what action we may take? If then our Board acts favorably, the road will be clear. If not, no harm will be done.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

Superintendent of Public Instruction
State of North Carolina
Raleigh

J. Y. JOYNER, SUPERINTENDENT
C. E. McINTOSH, CHIEF CLERK

February 12, 1917.

NC245

Dr. Abraham Flexner,

61 Broadway,

New York.

Dear Dr. Flexner:

I beg to acknowledge the receipt of your letter of February 7, and to thank you for it.

Our educational commission bill was introduced Saturday. I hope it will pass. It specifically authorizes cooperation with public and private foundations. I will write you later about the matter, and if the bill passes, I will take it up with you and Dr. Buttrick and the General Education Board this spring.

With best wishes and kindest regards, I am,

Very truly yours,

J. Y. Joyner

State Superintendent Public Instruction.

nc245

May 14, 1917

Honorable J. Y. Joyner
State Department of Education
Raleigh, North Carolina

Dear Dr. Joyner:

I am wondering whether the Legislature took any action with reference to your proposal for a state school survey. If so, could you let me know precisely what happened?

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

Superintendent of Public Instruction
State of North Carolina
Raleigh May 23,1917.

Com on shed in Attended to E.S.B.

NC 245

Dr. Abraham Flexner,
61 Broadway,
New York.

Dear Dr. Flexner:

Upon my return to the office, I find your letter of May 14th.

I inclose you a pamphlet containing the new educational legislation enacted by the general assembly of 1917, on pages 14-15 thereof, you can find the act creating the State Educational commission. The committee on appropriations cut our appropriation to $1,000 and thereby largely handicapped the effectiveness of the law, unless we can get some substantial aid from the General Education Board for conducting the survey and other work of the commission. I had been hoping to find time to run up to New York to have a conference with you and Dr. Buttrick about this matter, but pressure of work since the general assembly has been too great to make it possible for me to get away. Kindly examine the law and write me if you think there is a reasonable probability of securing the cooperation and aid of your Board in this matter.

The Commission has not yet been appointed, and I have asked that it be not appointed until I could hear from you, as the character and efficiency of the work will largely depend upon our securing aid from the General Education Board. In fact, I have little heart to undertake the work at all on an appropriation of $1,000.

Kindly let me hear from you at your earliest convenience. If you will examine the pamphlet inclosed, you will find that the general assembly of 1917 did some good things.

With best wishes and kindest regards,

Very truly yours,

J. Y. Joyner

State Superintendent Public Instruction.

May 28, 1917

Dr. J. Y. Joyner
State Department of Education
Raleigh, North Carolina

Dear Dr. Joyner:

I was unable to reply to your letter of the 23rd last week, because we were having our Board meetings and it was just impossible for me to keep up my correspondence. I hope, however, to take up your application with our Committee on Studies later in the week.

Dr. Buttrick and I are going to be in Nashville next week. Is it any easier for you to come to Nashville than for you to come to New York?

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

NC 24 61

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C. June 5,1917.

RECEIVED JUN 9 1917

Dr. Abraham Flexner,
61 Broadway,
New York.

Dear Dr. Flexner:

I regret exceedingly that my appointments render it impossible for me to attend your meeting at Nashville. I wish I could be present at the Conference and I should especially enjoy seeing you and Dr. Buttrick and talking with you.

After you and Dr. Buttrick have conferred about the matter, write me and if you think there is a reasonable possibility of the Board giving favorable consideration to the matter of rendering assistance in the work of our Educational Commission, I will arrange to run up to New York for a conference with you as early as I can and as early as it will be convenient for you and him. I am very anxious to make this work worth while and I do not feel that on a small appropriation of $1000 we will be able to accomplish much of real value. I had in mind, of course, a survey and report similar to the Maryland survey and report.

With best wishes and kindest regards for yourself and Dr. Buttrick, I am,

Very truly yours,

J. Y. Joyner

State Superintendent Public Instruction.

June 11, 1917.

Hon. J. Y. Joyner
State Department of Education
Raleigh, North Carolina

Dear Mr. Joyner:-

Dr. Buttrick and I have been talking over yours of the fifth regarding the state survey. We are, as you already know, personally interested in your problem. It occurs to us, however, that it is worth asking whether this is the most propitious possible moment for the undertaking which you contemplate. The ultimate purpose of a survey is to improve educational conditions through a successful appeal to intelligent public sentiment. Are not the chances of such effective publicity greatly imperilled by competition with the war interest which is apt to become more and more absorbing when once our troops and fleet get into action? I feel very sure that our Maryland survey could never have achieved the success it did except for the fact that for the time being it almost monopolised public attention in Maryland. There is also a possibility that school conditions may become more or less abnormal in consequence of demands connected with the war. Under these circumstances we are disposed to counsel postponement until normal conditions return. This suggestion applies, of course, not only to your problem but to a number of invitations and

applications from different parts of the country which we have received. If you concur in this view may we not simply allow the matter to remain in suspense for the present?

Dr. Buttrick joins me in very kind regards,

Very sincerely yours,

ABRAHAM FLEXNER

AF/EC

June 8, 1917.

Hon. J. Y. Joyner
State Department of Education
Raleigh, North Carolina

Dear Mr. Joyner:-

I have yours of the fifth. I was myself prevented from going to Nashville. Dr. Buttrick returns to town by the beginning of next week, at which time I shall take your note up with him and write you accordingly.

Very sincerely yours,

ABRAHAM FLEXNER

AF/BC

NC245

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C. July 11, 1917.

Dr. Abraham Flexner,
61 Broadway,
New York.

Dear Dr. Flexner:

The Education Commission has not yet been appointed. Perhaps the course suggested by you and Dr. Buttrick is wisest at present. Suppose we let the matter remain in abeyance for the present. I appreciate the force of your suggestion that we need to concentrate public attention upon the survey when undertaken.

With best wishes and kindest regards,

Very truly yours,

J. Y. Joyner

State Superintendent Public Instruction.

nc245

July 14, 1917

Mr. Robert H. Wright
East Carolina Teachers' Training School
Greenville, North Carolina

Dear Wright:

On returning to the office this morning I find that Superintendent Joyner has already been in correspondence with Dr. Flexner and Dr. Buttrick about our assistance in the proposed survey of the North Carolina schools. From the correspondence, I think everything is progressing as well as might possibly be expected.

With kindest regards and best wishes, I remain

Very truly yours,

FRANK P. BACHMAN

FPB:T

NC 245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

July 17, 1917

Dr. Frank P. Bachman,
Baltimore, Md.

My dear Sir:

I have received your letter of July 14th, and am pleased to learn that Mr. Joyner has taken up the matter with your Board. I hope some arrangements will soon be made for the work to begin in our state.

I am sorry I did not get to see you again before leaving Baltimore,

With kind regards, I am,

Yours sincerely,

Robert H. Wright President.

RHW/C

NC245

January 8, 1918

G E B Memorandum of Interview with
Mr. J. Y. Joyner, Tuesday, January 8, 1918
W B

The General Assembly of North Carolina has passed an act creating a State Educational Commission of five persons who are charged with the responsibility of making what might be called a general survey of educational conditions and needs in the state of North Carolina. Among other things this law provides that the Commission may "call to its aid such other assistance as may be available without expense to the State from public or private foundations."

The state has appropriated the initial sum of one thousand dollars to begin this survey. It is Dr. Joyner's wish that the General Education Board shall undertake the general direction of this survey under the Commission and that it shall appropriate the sum of Five thousand dollars ($5,000.) to carry on the study. It is Dr. Joyner's further wish and purpose that the survey shall continue for at least two years during which time the Legislature will meet again, that is, January, 1919. At that time it would be practicable to present the matter anew to the Legislature, reporting progress and with the strong expectation of securing a further appropriation from the Legislature to complete the survey.

WB.MKB

BOND
HAMILTON

NC245

January 9, 1918

Dr. J. Y. Joyner
Superintendent of Public Instruction
Raleigh, N. C.

Dear Dr. Joyner:

I have had a talk with Dr. Flexner and we shall be glad to entertain a formal application for both the matters which you discussed with me yesterday. Both Flexner and I think well of your program, but of course we cannot predict definitely what the action of the Board may be. We believe in you and it will be a great pleasure if it is found practicable for us to cooperate with you in these important matters.

I have just received a letter from my daughter in which she says, "I liked your friend so much. Why didn't he shop with us?" You will be interested to know that Caroline won the bet. I wrote her about it last night, owning up, and she writes this morning demanding payment. It is never safe to bet with these young people for they know more than we do.

I shall go many days in the strength you gave me yesterday. It was such a joy to visit with you again.

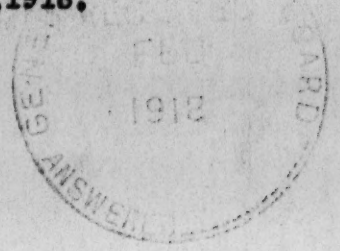
Affectionately yours,

WALLACE BUTTRICK

WB.HMC

NC245

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C. January 30,1918.



Dr. Abraham Flexner,
Secretary General Education Board,
61 Broadway, New York.

Dear Dr. Flexner:

In accordance with your suggestion, I am sending you a formal request for an appropriation for our campaign and for our educational survey. I left full memoranda of both with Dr. Buttrick.

I hope you have entirely recovered from your accident. It was a great disappointment to me not to be able to see you while in New York.

I am glad to report that satisfactory arrangements have been made for Mr. Brogden to be excused from his engagement at the University Summer School to attend Prof. Hanus's course at the Harvard Summer School this summer. Both he and Mr. Newbold, therefore, will be delighted to attend.

With best wishes,

Very truly yours,

J. Y. Joyner.

State Superintendent Public Instruction.

COPY

D R 276

NC 245

Office of the
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Raleigh, North Carolina

January 30, 1918

To the General Education Board
61 Broadway
New York

Gentlemen:

I beg respectfully and earnestly to request an appropriation of $5,000 from your Honorable Board to aid the State Educational Commission, recently appointed under an Act of the General Assembly of 1917 (a copy of which Act is inclosed), in making a general survey of educational conditions and needs in the State of North Carolina, similar to that made with the assistance of your Board in the State of Maryland. Such a survey and the report and recommendations based upon it, are, in my opinion, greatly needed in this State at this time and would prove of great value in shaping and stimulating educational legislation and progress.

The appropriation made by our State is entirely inadequate for the sort of work needed. A state appropriation of $5,000 for this work, was recommended by the State Superintendent and by the Committees on Education, but at the last minute the Committee on Appropriations found the treasury exhausted and cut the appropriation to $1,000. This amount is, of course, scarcely sufficient to begin the work, and without such aid from your Board, I should scarcely feel like advising the undertaking of it on so small an appropriation. With the aid and encouragement of an appropriation of $5,000 by your Board, I feel that the Commission could successfully and confidently begin its important work and report to the General Assembly, meeting in January 1919, sufficient progress to secure from that body an appropriation sufficient, with the aid of the appropriation from your Board, to continue and complete the work of the Commission and survey before the meeting of the General Assembly of 1921, thereby affording time to make a thorough and comprehensive study and survey of educational needs and conditions that will mark an era in our educational progress and form a basis for advanced legislation in 1921, and for important educational progress and growth along much needed lines thereafter.

I beg also to make application for an appropriation from your Board of $2500 to aid in the conduct of a vigorous state-wide campaign for the adoption of an amendment to the Constitution of North Carolina at the November election in 1918, providing for a minimum school term of six months by state and county taxation exclusive of special district taxation, and requiring the county commissioners of each county to levy under penalty of indictment for failure to do so, a sufficient tax on all property and polls to provide the necessary funds for a six months school term in every school district. The Constitution at present requires a minimum of four months. This amendment simply changes the word "four" to "six." The adoption of

the amendment would absolutely guarantee a minimum term of six months to every school in every school district upon the basis of salaries and number of teachers for each school, to be fixed by the county board of education. All funds raised by special taxation in school districts and townships would be used to lengthen this school term and to improve the schools according to the educational interests of the people of the different towns, cities, townships and rural school districts.

The vital importance of securing the adoption of this Constitutional Amendment and thereby incorporating into the organic law of the State an absolute guarantee of a minimum school term of six months instead of four months to every child in the State - white and colored - will, I am sure, be apparent to you, as well as the deep concern that I feel for the success of this election. I am confident that with this small campaign fund, we will be able to wage such a campaign of publicity as will insure the carrying of this amendment. I do not anticipate much, if any opposition, but considerable publicity and activity will be necessary to interest the public and to organize public sentiment and prevent the Constitutional amendment from being overlooked in the turmoil of a political election. The law requires the amendment to be voted on separately so that it will be a clear cut issue this year.

In addition to this campaign for the constitutional amendment, we are now organizing a campaign for increased school funds by special county, township and district taxation for increased salaries of teachers. I inclose a copy of a statement showing the seriousness of this situation and the urgency for such a campaign for relief. An excellent state executive campaign committee composed of prominent representative members of county and city school boards, who are also prominent and successful business men and large tax payers, has already been selected and is ready to enter enthusiastically upon this campaign. The North Carolina Teachers Assembly has appropriated $500 towards the campaign for the Constitutional Amendment and for better teachers' salaries. We need the appropriation of $2500 asked of your Board to aid in properly conducting the publicity bureau from this Department. We can handle through bulletins as state printing, a large part, in fact most of the printing, but we will need a good publicity man for the proper preparation and presentation of the facts and arguments to the public through the press of the state, for the editing of the bulletins, etc., and will need also considerable stenographic assistance in connection with these campaigns.

I appreciate the fact that it is not in accordance with the general rules of your Board to make appropriations for educational campaigns of this sort, but I believe that the situation here at this time and the issues involved in these campaigns and the opportunity for securing great and permanent results, are so exceptional as to warrant the departure in this instance from your usual custom. This is especially true of the campaign for the adoption of the Constitutional Amendment. The teachers and all friends of education in North Carolina will, I am sure, join me in grateful appreciation of any assistance that your Board can render in response to these requests.

I wish to express to your Board my very great appreciation of the very great kindness and assistance that you have already given to North Carolina. At my conference with the Chairman of your Board, Dr Wallace Buttrick, on January 8, 1918, I left with him memoranda of these matters which may be of some service to your Board.

Very truly yours,

(Signed) J Y Joyner,

State Superintendent of Public Instruction.

(Note: Superintendent Joyner's letter of Jan. 30, 1918, in "Documents of Record." Volume VII, No. 276)

NC 245

February 2, 1918

Hon. J. Y. Joyner
State Superintendent of Public Instruction
Raleigh, N. C.

Dear Dr. Joyner:

Your letter of January 30 to Dr. Flexner has been received. Flexner is still in the hospital, having had a relapse. It will be two or three weeks before he gives any attention to business. I am glad to say that now he is very much better. I will take this matter up with Dr. Sage early next week and try to get it before the meeting of our Board in February.

Cordially yours,

WALLACE BUTTRICK

WB.NMC

nc245

March 4, 1918.

Honorable J. Y. Joyner,
Department of Education,
Raleigh, North Carolina.

My dear Dr. Joyner:-

At a meeting of our Board held February 28, 1918, your two requests under date of January 30 were carefully considered. I am glad to report that the Board has appropriated Five thousand Dollars ($5,000) to aid your State Educational Commission in making a general survey of educational conditions and needs in the State of North Carolina, it being our understanding that you wish us to sustain a relation to your survey similar to that in the State of Maryland. You will recall that in the State of Maryland the Survey was conducted under the general direction of Dr. Flexner by Mr. Frank P. Bachman.

Your second application the Board felt impelled to decline. It is the opinion of the Board that it ought not to make an appropriation which might be construed as an attempt to influence the educational policy of a sovereign state. I think you will appreciate the reasons for our hesitation.

It is always a pleasure to cooperate with you in any way. I am particularly glad that the Board unanimously accepted the proposal to cooperate with you in your general survey.

Cordially yours,

WALLACE BUTTRICK

WB/GMC

NC 245

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C. March 7,1918.

RECEIVED
MAR
9
1918
GENERAL EDUCATION BOARD

Dr. Wallace Buttrick, Chairman,
General Education Board,
61 Broadway, New York.

Dear Dr. Buttrick:

I beg to thank you and Dr. Flexner, and through you, the General Education Board for the appropriation of $5,000 to aid our State Educational Commission to make a general educational survey of the conditions and needs in North Carolina. I believe that it will prove of invaluable service to the educational work of the State and open the way for a valuable piece of constructive educational work here.

The State Educational Commission met in Raleigh today and organized by the election of Mr. Robert H. Wright, President of the East Carolina Teachers Training School, Chairman; Prof. E. C. Brooks, of Trinity College, Vice Chairman, and Mr. L. J. Bell, County Superintendent of Richmond County, Secretary. I notified them of the action of your Board and the Chairman will notify you of the official action of the Commission in regard thereto. I believe that it is an excellent commission, and they seemed very appreciative of the aid extended.

I fully appreciate the reasons of the Board for declining to grant the application for an appropriation for our state educational campaign.

Assuring you of my cordial personal and official appreciation of the kindness and generosity of the Board, I am,

Very truly yours,

J. Y. Joyner

State Superintendent of Public Instruction.

NC 245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

March 7, 1918

RECEIVED
MAR
9
1918
GENERAL EDUCATION BOARD

Dr. Wallace Buttrick, Chairman
General Education Board
61 Broadway
New York City

Dear Sir:

The State Educational Commission of North Carolina was called together yesterday by Governor Bickett and organized. I was selected chairman of this Commission, and was instructed by a unanimous vote to request that your Board assist us in making a thorough survey of existing educational conditions in the State of North Carolina, along the general lines of the survey recently made in Maryland.

State Superintendent J. Y. Joyner informed us that your Board at its meeting February 28, appropriated $5,000.00 for this purpose. I wish to thank you very much indeed for this appropriation made by the General Education Board.

I infer from your letter to Mr. Joyner that, Mr. Bachman will probabily be sent to us. The Educational Commission would like to have a meeting with Mr. Bachman, or who ever is selected to assist us, at the earliest time convenient so we may map out our plans.

There is to be a meeting of the state superintendents and educators from the South in Charlotte March 22-23. It occurs to me that the General Education Board may intend to send some representative to attend this meeting, and as some of the members of our Commission will be there I would like for us to meet on the 21 of March, at the Selwyn Hotel, if it is convenient to do so.

I will appreciate it very much if you will send to each member of our Commission a copy of the Maryland survey. Following are the names of the members of the Commission:

Sent Mar. 11 "E. F. N."

Robt. H. Wright, Greenville, N. C.
E. C. Brooks, Trinity College, Durham, N. C.
L. J. Bell, Rockingham, N. C.
C. E. Brewer, Meredith College, Raleigh, N. C.
C. C. Wright, Hunting Creek, N. C.

Again assuring you that we appreciate very much indeed the action of the General Education Board, I am

Yours sincerely,

Robt H Wright

RHW/J

Chairman State Educational Commission

March 9, 1918.

Mr. Robert H. Wright,
Chairman State Educational Commission,
Greenville, North Carolina.

My dear Mr. Wright:-

Your letter of March 7th addressed to Dr. Buttrick has been received at this office. Dr. Buttrick left the city only a few days ago, and will be gone until about the first of April. I have had a conference with Dr. Flexner who also is about to leave the city. It will therefore not be practicable to make a definite appointment at this date. Soon after the first of April you may expect to hear from us further.

I take pleasure in sending to the persons named in your letter copies of the Maryland Survey.

Very truly yours,

F C SAGE

ECS/CMC

NC 245

STATE OF NORTH CAROLINA
STATE EDUCATIONAL COMMISSION

ROBERT H. WRIGHT, CHAIRMAN
E. C. BROOKS, VICE CHAIRMAN
L. J. BELL, SECRETARY

ROBERT H. WRIGHT, GREENVILLE, N. C.
E. C. BROOKS, DURHAM, N. C.
L. J. BELL, ROCKINGHAM, N. C.
C. E. BREWER, RALEIGH, N. C.
C. C. WRIGHT, HUNTING CREEK, N. C.

Greenville, N. C.
April 8, 1918

RECEIVED
APR 1918
GEN. EDUC. BOARD
ANSWERED

Dr. Alexander Flexner, Secretary
New York City

Dear Sir:

I have just received your letter of April 5 and am trying to get in communication with Mr. Joyner to see what we can do. I did want to have one meeting of the Commission with who ever is to work with us from the General Education Board, so we could outline some of the tings to be done and let the Commission do some of this work while we waited for the actual field work to begin.

I do not know when Mr. Joyner and I can go to New York. I have been trying to get him to attend an executive committee meeting at our school and find that his calendar is filled until the last week in April. I will let you hear from me again as soon as I can.

Yours very truly,

Robert H. Wright

RHW/J

Chairman

April 5, 1918

Mr. Robert H. Wright
East Carolina Teachers Training School
Greenville, North Carolina

Dear Mr. Wright:

Returning to the office I find your of March 7 to Dr. Buttrick announcing your appointment as chairman of the State Educational Commission and I note also Dr. Sage's letter promising to write you early in April.

Our situation is somewhat complicated. I have just returned to the office after three months' absence due to a broken leg and am still compelled to use crutches, so that it is quite out of the question for me to go South at this time. Dr. Buttrick is in the hospital, convalescent after an attack of pneumonia. He will probably not be able to return to the office for several weeks. Finally, Dr. Sage has also been under the weather and will probably have to take a vacation in a week or so. I cannot remember a time when the office has been so crippled as it now is. Under the circumstances you will see why we cannot arrange to meet you and your associates in North Carolina. In order, however, to expedite matters I am wondering whether it would not be possible for you and Superintendent Joyner to come to New York at our expense for conference with us regarding the survey.

I am. I may say that we shall be in position to begin work for several months since at this moment Dr. Bachman and I are concentrating all our attention on the completion of the Gary survey. This being true it would be best to defer the visit until Dr. Buttrick is again in the office so that he can join in our conference. I am writing you, however, because it seems to me clear that our preliminary conference will probably have to be held here for the reasons I have stated above.

Very sincerely yours,

AF/BC

NC245

July 9, 1918

Mr. Clyde Furst
The Carnegie Foundation
576 Fifth Avenue
New York City

Dear Furst:

There is a State Commission in North Carolina investigating the subject of teachers' pensions. Could you send a copy of your publication on the subject, confidentially, if necessary, to Mr. Robert H. Wright, Chairman of State Commission, Greenville, North Carolina?

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

NC 245

STATE OF NORTH CAROLINA
STATE EDUCATIONAL COMMISSION

ROBERT H. WRIGHT, CHAIRMAN
E. C. BROOKS, VICE CHAIRMAN
L. J. BELL, SECRETARY

ROBERT H. WRIGHT, GREENVILLE, N. C.
E. C. BROOKS, DURHAM, N. C.
L. J. BELL, ROCKINGHAM, N. C.
C. E. BREWER, RALEIGH, N. C.
C. C. WRIGHT, HUNTING CREEK, N. C.

October 21, 1918.

GENERAL EDUCATION BOARD
RECEIVED
OCT
23
1918
ANSWERED

Dr. Abraham Flexner, Secfetary,
General Edusation Board,
61 Broadway, New York City.

My dear Dr. Flexner:

I have just received your letter October 19, and thank you very much for the same. I have not yet received your letter or telegram. This is not the first time, however, that we have failed to get mail or telegrams here. Both serviced are very unsatisfactory, but we are willing to endure it until the War is over.

Please give me sufficient notice to call together the members of our Board. I think all of the members of the Board will be in Raleigh during November 28 and 29, as the State Teacher's Assembly is in session at thas time.

With Kindest personal regards, I am

Yours sincerely,

Robt H Wright

RHW/R Chairman.

NC 245

GENERAL EDUCATION BOARD
RECEIVED
1918
ANSWERED

ROBERT H. WRIGHT, CHAIRMAN
E. C. BROOKS, VICE CHAIRMAN
L. J. BELL, SECRETARY

STATE OF NORTH CAROLINA
STATE EDUCATIONAL COMMISSION

ROBERT H. WRIGHT, GREENVILLE, N. C.
E. C. BROOKS, DURHAM, N. C.
L. J. BELL, ROCKINGHAM, N. C.
C. E. BREWER, RALEIGH, N. C.
C. C. WRIGHT, HUNTING CREEK, N. C.

October 17, 1918.

Dr. Abraham Flexner, Secretary
General Educational Board,
61 Broadway, New York City.

Dear Sir:

I had the State Educational Commission to meet in Raleigh yesterday, but we were not able to make connection with you and Dr. Buttrick. I am wondering if my letter of October 4, was ever received by you. I am awfully sorry that we failed to have the meeting and hope you will let me know when it will be convenient for you to have a meeting and go over the work.

The epidemic of Influenza that has been sweeping out State, while it is still prevalent it is decreasing and I believe in two weeks from now it will be practically burned out.

Hoping to hear from you soon, I am

Yours sincerely,

RHW/R Robert H. Wright Chairman.

October 19, 1918

Mr. Robert H. Wright
State Educational Commission
Greenville, North Carolina

Dear Mr. Wright:

Your letter of the 17th has just been received. I wired and wrote you from Nashville on October 8 or 9 that, owing to causes beyond our control, Dr. Buttrick and I would not be able to meet you in Raleigh. I cannot understand why you should have failed to receive both letter and telegram, though as a matter of fact the telegraph service is a good deal upset, as Dr. Buttrick and I both found on our trip South. If the influenza subsides, we are proposing another trip to the Eastern section of the South in the near future and we shall undoubtedly arrange to meet you and your associates at that time.

With profound regret and best wishes, I am

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

GENERAL EDUCATION BOARD
RECEIVED
OCT 25 1918
ANSWERED

NC 245

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

October 23, 1918.

21

Dr. Abraham Flexner,
61 Broadway,
New York.

Dear Dr. Flexner:

The North Carolina Educational Commission met on October 16th in my office, for a conference with you and Dr. Buttrick. All of us, of course, were deeply disappointed becuase you were unable to be with us.

As I have heard nothing from you, I fear that illness might have prevented your attending our conference and I am writing to inquire. I sincerely trust that both of you have escaped the ravages of the Spanish Influenza, which is raging here. The conditions, however, seem to be improving.

With best wishes and kindest regards,

Very truly yours,

J. Y. Joyner

State Superintendent Public Instruction.

October 25, 1918

Honorable J. Y. Joyner
State Department of Education
Raleigh, North Carolina

Dear Mr. Joyner:

Your note of the 23rd afflicts me deeply, as did also a previous one from Mr. Wright. Dr. Buttrick and I, when in Nashville, discovered that our trip would be all upset by the prevailing conditions in the South and at home. I wired and wrote Mr. Wright immediately to his school to that effect and am utterly unable to understand why my communications did not reach him in time to save the Commission the trouble of coming together at Raleigh. Of course you know that neither Dr. Buttrick nor I would be guilty of the discourtesy involved in changing an appointment without due and timely notice.

I hope very much that things will smooth out so that we can renew our southern trip in the very near future.

With warm regards and best wishes,

Very sincerely yours,
ABRAHAM FLEXNER

AF/ESB

(COPY)

NC245

OFFICE OF THE

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH, N.C.

November 5, 1918.

Dr. Abraham Flexner,
61 Broadway,
New York.

Dear Dr. Flexner:

We were greatly disappointed that you and Dr. Buttrick could not be with us. It was a keen personal disappointment to me, for I had looked forward with so much pleasure to a little visit from you both. I knew, of course, that there was some mistake or miscarriage that would explain our failure to receive notice from you. I should not be surprised if the telegram and letter both went to Greenville, S.C. instead of Greenville, N. C.

If you and Dr. Buttrick will let us know when you can renew your Southern trip and about what date will suit you for an appointment in Raleigh, we will endeavor to arrange another meeting to suit your convenience. I wonder if we might not arrange for a few days off together when you and Dr. Buttrick come?

With best wishes and kindest regards for you both, I am,

Very truly yours,

J. Y. JOYNER

State Superintendent Public Instruction.

NC 245B

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

November 12,1918.

GENERAL EDUCATION BOARD
RECEIVED
NOV
14
1918
ANSWERED

Dr. Abraham Flexner,
61 Broadway,
New York.

Dear Dr. Flexner:

On account of the epidemic of influenza, we were compelled to postpone the annual meeting of the North Carolina Teachers Assembly, which was to have been held in Raleigh during Thanksgiving week. The annual meeting of the county superintendents was to have been held at the same time. I contemplate calling the county superintendents together in Raleigh in their annual meeting sometime in December. I should like very much for you and Dr. Buttrick to be here at that time. I have not yet issued the call for this meeting.

If you can indicate within the next few days what date in December both of you could be in Raleigh, I will endeavor to fix that week for the meeting of our county superintendents. I will also, of course, call a meeting of the North Carolina Educational Commission at the same time. I think both of you would enjoy these meetings and I feel sure it would prove a most profitable conference.

We have just put over the top by an overwhelming majority a constitutional amendment for a six months school term in every school district in the State by state and county taxation exclusive of all local taxation. This is a great victory. The amendment was endorsed in the state platforms of both political parties and supported by both parties. It ought to be the beginning of a new era of educational progress in this State. It opens the way for many good things in education about which I shall be glad to talk with you and Dr. Buttrick when you come.

Please confer with Dr. Buttrick and let me hear from you as soon as possible, as I ought to have about a month's notice of our meeting of the county superintendents.

With best wishes and kindest regards,

Very truly yours,

E. C. Brooks

State Superintendent Public Instruction.

November 18th, 1918.

Hon. J. Y. Joyner,
State Superintendent of Education,
Raleigh, N. C.

Dear Mr. Joyner:

Your letter of November 12th, to Dr. Flexner, has been referred to me. He is just now in the hospital from which we expect him soon to escape. I congratulate you warmly on the success of your campaign for a constitutional amendment.

Dr. Flexner and I - with Dr. Dillard - are planning to be in Richmond, Va., on Monday, December 9th, and in Raleigh, N. C., on Tuesday, the 10th. If you think it desirable, we might remain over the 11th, with the thought of getting away some time in the afternoon for an important engagement in Florida on the 12th.

With warm personal regards, I am,

Cordially yours,

WALLACE BUTTRICK

WB/HKS

NC275

RECEIVED NOV 26 1918 GENERAL EDUCATION BOARD

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

November 23,1918.

Dr. Wallace Buttrick,
61 Broadway,
New York.

Dear Dr. Buttrick:

I greatly fear that I shall not now have time to prepare properly for our meeting of county superintendents as early as December 10 or11. After conference with the boys of the office, we have concluded that it would not be safe to undertake to have that meeting earlier than Tuesday and Wednesday, December 17th and 18th. I am planning also to invite the city superintendents to this conference. The main topic of the conference will be the discussion of the important legislation for which the way has been opened by the adoption of the constitutional amendment for a six months school term. I hope to secure the cooperation of the city superintendents and the county superintendents in framing a bill that will help to unify the school system into a county and state system and to provide a system of taxation and apportionment upon the basis of the larger units of State and county and upon theprinciple of equalization of educational opportunity for every child of the State irrespective of who he is or where he lives.

I should greatly enjoy having you and Dr. Flexner present at this conference. I wonder if you can arrange without inconvenience, for your Raleigh conference on your return from Florida, having your conference with us on Monday, December 16th and remaining over to our superintendents conference Tuesday, December 17th. Or if it would suit you better, arranging for any other days in that week. If you cannot conveniently change your program, however, wire me at my expense upon receipt of this letter, and I will ask Mr. Wright, the Chairman of the Commission to notify the other members of the Educational Commission to call ameeting of the Commission Monday, December 9.

With best wishes,

Very truly yours,

J. Y. Joyner

State Superintendent Public Instruction.

November 26th, 1918.

Hon. J. Y. Joyner,
State Superintendent of Education,
Raleigh, N. C.

My dear Dr. Joyner:

I have your good letter of November 23rd. It will be quite practicable for me to stop off at Raleigh on Tuesday, the 17th, on my return from the South. You will understand, of course, that all of my engagements are subject to the qualification that I may, possibly, not be able to come, in which case I will give you timely notice but there is every reason to expect that I can be in Raleigh on the date named.

I am sorry to say that Dr. Flexner is still confined to the hospital from which he can not hope to escape before the first of January.

Cordially yours,

WB/HKS

WALLACE BUTTRICK

NC 245

November 26th, 1918.

Hon. J. Y. Joyner,
State Superintendent of Education,
Raleigh, N. C.

My dear Dr. Joyner:

I have your good letter of November 23rd. It will be quite practicable for me to stop off at Raleigh on Tuesday, the 17th, on my return from the South. You will understand, of course, that all of my engagements are subject to the qualification that I may, possibly, not be able to come, in which case I will give you timely notice but there is every reason to expect that I can be in Raleigh on the date named.

I am sorry to say that Dr. Flexner is still confined to the hospital from which he can not hope to escape before the first of January.

Cordially yours,

WB/HKS

WALLACE BUTTRICK

NC245

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

November 29, 1918.

RECEIVED DEC 1918 RURAL EDUCATION BOARD

Dr. Wallace Buttrick,
61 Broadway,
New York.

Dear Dr. Buttrick:

I received your letter this morning and was delighted to learn that you can be with us in Raleigh on Tuesday, December 17th on your return from Jacksonville, Fla.

I have written Mr. Wright suggesting that he call a meeting of the Educational Commission for a conference with you here at that time and for conference also, with the city and County Superintendents, whom we have called to meet here on December 17 and 18. I trust that nothing will prevent your being with us.

I am very sorry to learn that Dr. Flexner is still confined to the hospital and that he will not be able to be with us.

With best wishes and kindest regards,

Very truly yours,

J. Y. Joyner

State Superintendent Public Instruction.

December 3rd, 1918.

Hon. J. Y. Joyner,
State Superintendent of
Public Instruction,
Raleigh, N. C.

Dear Mr. Joyner:

Your letter of November 29th is at hand. I expect to be in Raleigh on Tuesday, December 17th. There is a bare possibility that I may not be able to do so because of the serious illness of my daughter but I am now hopeful that she will be enough better to admit of my making the journey into the South, as planned. I shall know by the end of this week and if you do not receive a telegram from me saying that I can not come, you may expect me.

Cordially yours,

WB/HKS

WALLACE BUTTRICK

NC 245

ROBERT H. WRIGHT, CHAIRMAN
E. C. BROOKS, VICE CHAIRMAN
L. J. BELL, SECRETARY

STATE OF NORTH CAROLINA
STATE EDUCATIONAL COMMISSION

ROBERT H. WRIGHT, GREENVILLE, N. C.
E. C. BROOKS, DURHAM, N. C.
L. J. BELL, ROCKINGHAM, N. C.
C. E. BREWER, RALEIGH, N. C.
C. C. WRIGHT, HUNTING CREEK, N. C.

RECEIVED
JAN 15 1919
GENERAL EDUCATION BOARD

Greenville, N.C.

January 13, 1919.

Dr. Wallace Buttrick, Chairman,
General Education Board,
61 Broadway
New York City.

Dear Dr. Buttrick:

I am sending you herewith a copy of the letter of transmittal that accompanied our report to the Governor. The Governor thought it not advisable to have the report printed. We do not have an extra copy of the report, but this letter of transmittal touches on every point in the report and gives an outline of the contents of our report. As soon as the General Assembly acts I will communicate with you and let you know what they have done. I feel sure that they will continue the Commission and make the appropriation.

Mr. Joyner's resignation was a surprise to many, but it really was not a surprise to me. Brooks, the new Superintendent, is perhaps the best choice the Governor could have made in our State and I think we are very fortunate in securing his services as State Superintendent. You remember Brooks, he was with us when we visited you last Summer.

With kind regards, I am

Yours sincerely,

Robt H Wright

RHW/R

Chairman.

Letter of Transmittal.

Raleigh, N. C.
Jan. 7, 1919.

To His Excellency T. W. Bickett, Governor,

Sir:

I have the honor as directed by section 7, chapter 197 Public Laws of 1917 to hand to you herewith a report for the General Assembly of 1919 of the "Findings and Recommendations" of the State Educational Commission, together with a statement of expenses of said Commission.

On March 6, 1918, the members of the Commission, upon summons of the Governor met in the Senate Chamber of the Capitol to organize. After perfecting the organization they proceeded at once with the work to be done.

In accordance with section 4 of the Act creating the Commission, I was instructed by the Commission to request the General Education Board to give expert assistance in making the survey of Educational conditions in our State and to request it to make an appropriation to help defray the expenses of this survey. The General Education Board in answer to our inquiry stated that it would be glad to assist in making the survey, but that it desired to be given sufficient time to make the survey a thorough one. It has made an appropriation of five thousand dollars ($5,000) to be used for this purpose. The General Education Board is now making a preliminary study of educational conditions preparatory to doing the field work. It is ready to send a man into the State as soon as the schools can resume normal operations. Your Commission wishes to have sufficient time to make this survey under normal conditions and sufficient time and funds to allow it to make a thorough study of the "Findings" so it can make recommendations that will be helpful to our public schools. It will take two years to do this work with the degree of thoroughness that the importance of the task demands.

At the meeting of the Commission July 20, Mr. C. C. Wright was authorized to begin at once the codification of the school law. This he has done and his report will be found under the captions:

Education.
Public, Public Local and Private Laws.
1900--1917

This work was done in conjunction with Professor L. P. McGehee, of the State University. We note from this work that the school laws heretofore have not been indexed and arranged with sufficient care. As a result many inaccuracies appear, such as wrong indexing of chapters. These inaccuracies have made it difficult to find certain laws and to determine what exceptions to the General laws have been made. A casual glance at this report of the Commission will convince anyone that it is very necessary to have this part of the work completed with care. It is the opinion of your Commission that these laws should be codified and printed in separate volumes. The mass of Public, Public Local and Private School Laws now in force in our State should be thoroughly studied

and unified. There is much more work needed to be done by the Commission in this direction.

Your Commission employed Mr. W. F. Marshall of Raleigh to make a study and report to the Commission on the Present Methods and Costs of Public Printing in North Carolina. On December 17, Mr. Marshall made a preliminary report to the Commission. This was studied carefully and Mr. Marshall was requested to continue and extend his investigation and formulate the same for the Commission's report. This he has done and his report in its final form constitutes the Commission's report and will be found under the caption PRESENT METHODS AND COST OF PUBLIC PRINTING IN NORTH CAROLINA.

The Commission instructed me to gather data on the Methods and Costs of Supplying Text-books to This and Other States, and to get information from the several states on the matter of Public School Teacher's Pensions. The data at hand on the question of text-books is not sufficient to make a final report. The findings are set forth as a part of the Commission's report under the caption METHODS OF SUPPLYING TEXT-BOOKS TO THE PUBLIC SCHOOLS. The same is true with reference to Public School Teachers' Pensions The findings will be found in this report under the caption TEACHERS' PENSIONS.

The work to be done by the Commission was more than could be done in ten months, and will cost more than the funds at the disposal of your Commission. It is the desire of your Commission that this work be continued and that it be given until the General Assembly of 1921 to make its final report. It will take an appropriation of at least five thousand dollars ($5,000) from the General Assembly of 1919 to defray the necessary expenses of the Commission in completing this work. The investigation has gone far enough for us to realize that the field of activities of the Commission should be extended to include a thorough study of existing agencies for the preparation and training of teachers in this and other states.

It is our opinion that if sufficient funds and time are allowed the Commission to complete this work, its "Findings and Recommendations" should be almost invaluable to our State. The time for this work is within the next two years before the schools are finally adjusted to the new conditions that must arise from the recent World War.

Respectfully submitted,

Robt Kellogg

Chairman.

Copy

January 15th, 1919.

Hon. Robert H. Wright,
State Educational Commission,
Greenville, N. C.

Dear Mr. Wright:

I have your good letter of January 13th with your letter of transmittal to the Governor. It strikes me as highly satisfactory.

I am delighted to know that Mr. Brooks has been elected Superintendent of Education to succeed Mr. Joyner. I had a long talk with Joyner when I was in Raleigh late in December, at which time I also met you. I knew it was his intention to resign and I am confident that for the sake of his health he ought to have done so. He has done a great work for North Carolina and really stands in the forefront of school administrators in the United States.

With warm personal regards, I am,

Most sincerely yours,

WB/HKS

WALLACE BUTTRICK

NC 245

March 3, 1919

Mr. Robert Wright, Chairman
North Carolina Educational Commission
Greenville, North Carolina

Dear Wright:

I reported this morning to Dr. Buttrick our agreement to meet in North Carolina March the 18th. I am very desirous of having Dr. Buttrick at this meeting, but if we are to have him it will be necessary to change the date of meeting probably to the following week. I think this most desirable, and will let you know at an early date when Dr. Buttrick can meet with us.

Sincerely yours,

FRANK P. BACHMAN

FPB:T

COPY

(Original in Folder State Superintendent of Education N. C. NC245

March 3, 1919

Dr. E. C. Brooks
State Superintendent of Education
Raleigh, North Carolina

Dear Dr. Brooks:

In last December Mr. joyner made a proposal to us in which he asked for a special appropriation for the stimulation of counties in the employment of trained rural school supervisors. This request was carefully considered by our Board, and it was voted that further consideration of the matter should be postponed pending the completion of the educational survey in the state, This does not mean that the question cannot be considered before the survey is fully completed, but that the course of the proposed survey will doubtless throw light on the proposal.

With warm personal regards, I am

Very sincerely yours,

(Signed) Wallace Buttrick

WB/LfA

NC245

STATE OF NORTH CAROLINA
STATE EDUCATIONAL COMMISSION

ROBERT H. WRIGHT, CHAIRMAN
E. C. BROOKS, VICE CHAIRMAN
L. J. BELL, SECRETARY

March 5, 1919.

GENERAL EDUCATION BOARD
1919
ANSWERED

ROBERT H. WRIGHT, GREENVILLE, N. C.
E. C. BROOKS, DURHAM, N. C.
L. J. BELL, ROCKINGHAM, N. C.
C. E. BREWER, RALEIGH, N. C.
C. C. WRIGHT, HUNTING CREEK, N. C.

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Bachman:

I have just received your letter March 3, and will not call a meeting of the Educational Commission until I hear from you. I am anxious for Dr. Buttrick to be with us, and think it best to wait a week. As soon as you can fix the date let me know and I will call the Commission together.

With kind regards, I am

Yours sincerely,

Robert H. Wright

RHW/R

Chairman.

March 7, 1919

Mr. Robert H. Wright
State Educational Commission
Greenville, North Carolina

Dear Wright:

Dr. Buttrick finds it impossible to meet with us even if we delay our meeting a week. He thinks it best for me to meet with your commission and get into the work at once. It will probably be possible for both Dr. Buttrick and Dr. Flexner to meet with the commission later. Therefore, if you will call a meeting for Tuesday, March the 18th, I will be there and we can start the ball rolling.

With kindest regards and best wishes, I remain

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC245

PRIVATE OFFICE

THE YARBOROUGH

B. H. GRIFFIN HOTEL CO., PROPRIETORS

B. H. GRIFFIN, PRESIDENT

THE KENNON
GOLDSBORO, N. C.

RALEIGH, N. C. March 19, 1919.

GENERAL EDUCATION BOARD
RECEIVED
MAR 21 1919
ANSWERED

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Flexner:-

Shaw and I arrived at Raleigh on schedule time and spent the day satisfactorily with the Commission. We have been in consultation this morning with Superintendent Brooks and his several assistants, and this afternoon have outlined a number of tables, so that Shaw can begin his tabulations at once.

While there is an examining board here, it came into being last year and has not at hand anything like complete records of the academic and professional training of the teachers of the State. It will be necessary for us to collect this information through cards sent out to the teachers, and it seems best that we address the cards ourselves, thus saving the County Superintendent and also insuring more complete and speedy returns. The question of cost is however, a material one; the printing of 16,000 cards will cost probably $60.00, 32,000 envelopes $120.00, stamps for both sending and the return of the cards $900.00, $75.00 for addressing the envelopes; a total in round terms of $1,160.00.

Ordinarily I believe we would derive satisfactory returns from studying the academic and professional training of one-fifth of the teachers, or 3,000. But, in this instance, these data will not only give information in regard to academic and professional training of the teachers, but will be basic in discussing the problem of teacher training and the examination of teachers -- for example, $30,000 is now being spent annually on the examination of teachers. For this reason, it seems to me advisable to make a study of all teachers, rather than the sampling, suggested above. I am writing you for your opinion and advice.

Spring is here and it is delightful. I am appreciating the warmer weather and think it is only a few days until the grippe will have entirely disappeared. I will be able to take up the Courtis matter tomorrow and will soon have the report back in his hands.

With kindest regards and best wishes, I am

Very truly yours,

Frank P. Bachman

March 24, 1919

Dr. Frank P. Bachman
The Yarborough
Raleigh, North Carolina

Dear Bachman:

I should have supposed that, if you could select a number of representative counties in different sections of the state, you could get representative material on teacher training, for I suspect that if a third of the counties were studied, the results would come out just about the way they would if all were taken. In case, however, you have any reason for thinking otherwise, let me know.

I spoke to Burchenal this morning over the telephone. It seems to me the prospects for the bill's passing are none too bright.

I am at the office this morning with my foot in a shoe and using a cane, so you see I am about all right.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

NC 245

PRIVATE OFFICE

THE YARBOROUGH

B. H. GRIFFIN HOTEL CO., PROPRIETORS

B. H. GRIFFIN, PRESIDENT

THE KENNON
GOLDSBORO, N. C.

RALEIGH, N. C. March 26, 1919.

GENERAL EDUCATION BOARD
RECEIVED
MAR 28 1919

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Flexner:-

Your telegram heartened me "right smart". The outcome of our Delaware work is certainly most gratifying, indeed, better than we had solid reasons to expect. The fellows in Delaware must have put up a strong and convincing fight.

I returned to Raleigh Monday and have been trying to familiarize myself with the problems here. Education in North Carolina forms a new kind of swimming hole, something quite different from anything I have experienced before. I am talking daily with Superintendent Brooks, reading educational and political history of North Carolina, and trying as best I can to get clearly in view the educational conditions and problems of the State. To do this, I feel is my first task, and that I am not ready to go out into the field and talk with the county superintendents until I thoroughly familiarize myself with the general situation and spirit of the State. Some of this work probably could have been done at home, and yet I am daily getting hold of materials that are most helpful, and I am finding the contact with Mr. Brooks and his assistants most helpful. If you agree, and I am quite sure you will, I am planning to stay right here until I feel sure-minded on the general situation. The problems of Maryland and of Delaware are certainly simple as compared to the maze I am finding here, yet I am sure a little time with the guidance of our friends will put us in position to go forward.

The weather here is magnificent and I am feeling fine and fit again. Shaw joins me in sending to you and the office our very best wishes and warmest regards.

Very truly yours,

Frank P. Bachman

March 28, 1919

Mr. Frank P. Bachman
The Yarborough
Raleigh, N. C.

Dear Bachman:

I have yours of the 26th. You would have felt a little differently, if you had been in my place Wednesday morning. The first thing that greeted my eye on the top of my mail was a clipping from a Wilmington paper announcing the rejection of the School Bill by the Senate - nine yeas, eight nays. The bill was rejected because of a ruling that it contained a provision which required a two-thirds vote. I had supposed the jig was up and was about to write you a letter disclaiming all responsibility, and blaming you for the miscarriage. A few minutes later Burchenal called me up to inform me that the particular provision - it dealt with the way property should be held - had been so modified as to remove the necessity for a two-thirds vote, that the bill had then been put upon its passage, and passed the Senate at 11 p.m. and the House at 5 a.m. Shortly after came a telegram from Governor Townsend thanking us immensely for our work. Of course, I feel quite differently now as to the responsibility for the thing - and, instead

NC 245

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THE YARBOROUGH

B. H. GRIFFIN HOTEL CO., PROPRIETORS

B. H. GRIFFIN, PRESIDENT

THE KENNON
GOLDSBORO, N. C.

RALEIGH, N. C. March 28, 1919.

GENERAL EDUCATION BOARD
RECEIVED
MAR 31 1919
ANSWERED

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N.Y.

Dear Doctor Flexner:-

I am beginning to see a little daylight in the North Carolina situation, and to get my feet on a few basic facts. The most difficult factor in the situation, so far as constructive work in North Carolina is concerned, is the Constitutional limitation on the length of school year, and the taxes that can be raised without special vote of the people. The whole educational progress of the State and any plans for improvement must consequently take these Constitutional limitations into account. The other factors are much the same as in other States, though there are probably more good elements in North Carolina than in either Maryland or Delaware, which can be utilized in the development of a modern system.

Shaw is busy trying to work out a table, showing the relation between State and local support of the public schools, the table when completed will be most illuminating, showing the wonderful growth in both State and local support, particularly since 1900. But, as we have often found before, such a table cannot be made from the figures as published; these need to be analyzed and re-arranged even to make possible comparison from year to year. We are starting on the financial side because, as suggested above, it is more than unusually true here that educational progress is conditioned by the financial support that can be secured by the schools, and the problem here is particularly acute and important ~~here~~, because of the Constitutional limitations mentioned above.

We are revolving in our minds a number of plans on how best to get the data with respect to the academic and professional training of the teachers in service, and I shall write you further about this matter the first of next week.

I am very glad, indeed, to learn that your foot is coming along so nicely and it will probably be no figure of speech to say that before long you will actually be playing foot ball again. Give my kindest regards to all in the office and with best wishes and kindest regards, I am

Very truly yours,

Frank R Bachman

COPY

N.C245

(Original in Folder - County Training Schools Collectively)

Raleigh, N. C.

April 2, 1919

Dr. Abraham Flexner
General Education Board
61 Broadway
New York, N. Y.

Dear Dr. Flexner:

****

The North Carolina situation is becoming clearer each day. and I shall soon be ready to go out into the field. The county supsrintsndents, as well as other school men , are very cordial and will help us in every way

****

Yours very truly,

(Signed) Frank P. Bachman

PRIVATE OFFICE

THE YARBOROUGH

B. H. GRIFFIN, PRESIDENT
B. H. GRIFFIN HOTEL CO., PROPRIETORS

THE KENNON,
GOLDSBORO, N. C.

RALEIGH, N. C. April 2, 1919.

GENERAL EDUCATION BOARD
RECEIVED
APR 4 1919
ANSWERED

XC245

Dr. Abrham Flexner,
General Education Board,
61 Broadway,
New York,N.Y.

Dear Dr. Flexner:-

I have written Miss Thornblum, asking her to return to Mr. Spaid the Delaware Code, also the Teachers' Record Cards, which he has asked for.

You must, indeed, have been surprised at the news in the clipping from the Wilmington paper. I, of course, do not know what happened. The law, however, was drawn in view of the peculiar ruling of the Delaware Assembly. The sections at issue were all approved by Mr. Hutton, so that the matter was a question of ruling and could not possible have been foreseen by him.

I attended the meeting at Winston-Salem, Monday and Tuesday of the colored supervisors from North and South Carolina. It was a great pleasure to meet Dr.Dillard and Jackson Davis. The meeting itself, however, reminded me of an old-fashioned Methodist experience meeting; teacher after teacher was called upon to make a report of her work for the year, each being given five minutes, including the time for such questions as the audience might ask.

I understand, of course, that this conference is not under our general direction, but I should like to make this observation. When this work was new, such meetings as these undoubtedly had great value in developing common purposes and common methods of work. Judging from the reports, these are now well established; hence, it seems to me that a change of procedure in these conferences would greatly enhance their value. Certain features of the work when it is desired to further these should be emphasized and sufficient time given for presentation and general discussion. An analysis of the general problem should be made and pressing questions should be made topics of consideration. To illustrate: There seemed to be a very earnest desire at this meeting to learn what is and what should be done in the County Training Schools, but I am quite certain that few, if any, took away from this conference any definite ideas of what they could do to improve their training schools. In a word,the conference should become analytic and deliberative.

The North Carolina situation is becoming clearer each day and I shall soon be ready to go out into the field. The county superintendents, as well as other school men are very cordial and will help us in every way.

With kindest regards and best wishes, I am
Yours very truly,

Frank P. Bachman

PRIVATE OFFICE

THE YARBOROUGH

B. H. GRIFFIN, PRESIDENT
B. H. GRIFFIN HOTEL CO., PROPRIETORS

THE KENNON,
GOLDSBORO, N. C.

RALEIGH, N. C. April 3, 1919.

NC245

RECEIVED
APR 4
1919
GEN. EDUCATION BOARD

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York,N.Y.

Dear Dr. Flexner:-

We have canvassed the situation carefully and now propose two plans for securing data on the academic and professional preparation of teachers.

First Plan. -- This plan contemplates getting data on the academic and professional training of all teachers of the State; all the work will be done from Raleigh and will cost approximately $1,000.00.

Second Plan. -- This plan contemplates getting data on the academic and professional training of all city teachers -- approximately 3,000 -- and of the rural teachers of twenty five counties -- approximately 3,000 teachers,-- the counties to be selected by the State Board of Examiners. This plan will cost approximately $300.00.

The question of the training of teachers is one of the most important in North Carolina. The State, Counties, and separate school districts are spending more and more money annually on their schools, but very little has been done thus far to provide for well trained teachers. School officials are aware of this fact, but the people have not as yet risen to the significance of the situation; hence, I feel that one of the best services we can do for the State is to propose a comprehensive plan for such training.

For scientific purposes the second plan would undoubtedly serve all purposes, but we are not dealing with the scientific body, but with the people as a whole. The question therefore is: Can we afford to jeopardize our case by following the first plan? It would be easy enough, should we follow the first plan, I fear, for some legislator in the Assembly to question the conclusions based on the first plan, and thereby defeat the ends we are seeking to accomplish.

I am personally inclined to the First Plan, feeling that it is the safest course to pursue, but am equally willing to abide by your judgment. After reflection, would you be good enough to telegraph me simply to take Plan One, or to take Plan Two. This will help us to go forward and at once take up

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THE YARBOROUGH

B. H. GRIFFIN, PRESIDENT

B. H. GRIFFIN HOTEL CO., PROPRIETORS

THE KENNON,
GOLDSBORO, N. C.

RALEIGH, N. C.

the matter of printing. The cost of printing in both cases will be borne by the Educational Commission. Our expenses will be for addressing the envelopes and stamps in both cases. Which ever plan you telegraph us to take, please ask Ernest to forward me a check to cover the estimated expenses of the plan approved by you.

We are making progress, at least we think we are, in analyzing the situation and I will have a pretty tale to tell you when I come back the end of April.

With best wishes and kindest regards, I am

Yours very truly,

Frank P. Bachman

April 4, 1919

Dr. Frank P. Bachman
The Yarborough
Raleigh, North Carolina

Dear Bachman:

I have yours about the plan for getting information on teacher training and I have just wired you as follows:

> "Try plan two. We can try plan one if results of first inquiry are not entirely satisfactory."

Williams has just written me that the State Board of Education has made Winchester a single school division.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

PRIVATE OFFICE

THE YARBOROUGH

B. H. GRIFFIN, PRESIDENT
B. H. GRIFFIN HOTEL CO., PROPRIETORS

THE KENNON,
GOLDSBORO, N. C.

RALEIGH, N. C. April 4, 1919.

NC245

GENERAL EDUCATION BOARD
RECEIVED
APR 7 1919
ANSWERED

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N.Y.

Dear Dr.Flexner:-

You certainly have an extensive program outlined for the latter part of April and the first of May. I should like very much to see the programs for these meetings, hoping therefrom to get more definitely in mind the problems claiming the attention of our Southern workers, and thereby be in position to appreciate better the problems of North Carolina.

I should enjoy very much meeting you in Richmond and together talking with Inglis. Before fisally deciding on going to Richmond, it might be of interest to you to read a statement in the last issue of the Journal of Education about affairs in Virginia.

When I left New York for North Carolina, it was mutually agreed that I should return the last week in April, that we might talk over in detail what I had learned up-to date and decide a tentative plan for our work here. I want very much to be home the last week in April and I am wondering how this can be made to fit in with your plans.

The digest of what was done in Delaware is excellent, all except the last line, and I am even human enough to appreciate it and to thank you for it.

I am planning to leave Raleigh Sunday afternoon for Greenville and will spend the rest of April in certain typical counties.

With kindest regards and best wishes, I remain

Very truly yours,

Frank P. Bachman

NC245

PRIVATE OFFICE

THE YARBOROUGH

B. H. GRIFFIN, PRESIDENT
B. H. GRIFFIN HOTEL CO., PROPRIETORS

THE KENNON,
GOLDSBORO, N. C.

RALEIGH, N. C. April 5, 1919.

GENERAL EDUCATION BOARD
RECEIVED
APR 7 1919
ANSWERED

Dr. Abraham Flexner,
Genera. Education Board,
61 Broadway,
New York,N.Y.

Dear Dr.Flexner:-

I sent Courtis my comments and the printer's copy of his report some two weeks ago. I suppose that he received these,but have had no word from him. To make sure that he received them, I wonder if it would not be well for you to make inquiry.

Before you decide whether to let Courtis' report go out as the others, or whether we should add an introduction as I suggested, it would be advisable, I believe, to sound Mr.Wirt after he has read Courtis' final revision. What is done should be determined very largely with reference to Mr. Wirt's attitude. If he is willing to let the report pass without public rejoinder, then our way is clear; if, however, he purposes to publish an answer, our position is entirely altered.

My three weeks in North Carolina have been both interesting and profitable. Of course, I have made no effort to study the different divisions of the State Department of Education in detail. I have merely sought to familiarize myself with what has been and is being done, and to get a background and historical perspective, leaving to the future the real study of the several divisions. Shaw is busy collecting data such as we know that we will need; for example, state and local support of the schools, and he has plenty of work before him to keep him busy for some time.

As stated in a previous letter, I am leaving for Pitt County Sunday afternoon and will spend the week in two of the coast counties, hoping to gain through these preliminary visits a concrete picture of school conditions, thus proceeding much as we proceeded in Maryland and Delaware.

The men here seem very desirous of helping us, and I have endeavored to strengthen this desire by continually emphasizing the point that we are here not to survey the schools of North Carolina, but to assist them in solving their problems.

I certainly will be glad to have you join me here at your convenience.

With kindest regards and best wishes, I am

Very truly yours,

Frank P. Bachman

NC245

PRIVATE OFFICE

THE YARBOROUGH

B. H. GRIFFIN HOTEL CO., PROPRIETORS

B. H. GRIFFIN, PRESIDENT

THE KENNON
GOLDSBORO, N. C.

RALEIGH, N. C.

April 12, 1919

GENERAL EDUCATION BOARD
RECEIVED
APR
14
1919
ANSWERED

Dr. Abraham Flexner,
General Education, Board,
61 Broadway,
New York, N.Y.

Dear Dr. Flexner:-

The week in the Pitt County schools has been interesting and profitable. The town and city schools are considerably better than I had expected to find. This is to be accounted for by the fact that the East Carolina Training School is located at Greenville, and a large proportion of the town and city teachers in the elementary grades are graduates of this Training School. The buildings in the rural sections are also better than I had expected to find, and there is not very much difference between the teachers in the one room schools in Pitt County and like teachers in Maryland or Delaware, but the results achieved in these rural schools are beyond belief. It is easy, however, to account for the poor results; young and untrained teachers; a school term of about four and a half months and an attendance of about 60%. Some few children in these rural schools do fairly well, but it would appear that the great majority of children leave school with scarcely second grade ability in reading, which is, of course, beyond anything that I have ever seen before.

Sunday afternoon I leave for Greensboro, where I shall be the entire week. One day at least will be spent in the Greensboro schools; one day at a meeting of the County Superintendents of this section, and the remaining part of the week in the rural schools. On Sunday, April 20th, I expect to leave Greensboro for Wilkes County, spending the week in the schools of that county, returning to Greensboro on Saturday, the 26th.

I should like very much to join you and Dr. Buttrick at Old Point Comfort on Monday, the 28th, and I also want to be with you in Richmond on Saturday, May 3rd. However, if I am to get a few days at home at this time, I think it would be better for me to go home direct from Greensboro, meeting you at Richmond on the following Saturday. I would then return from Richmond to North Carolina. We could not only see Inglis at Richmond, but this would give us opportunity to talk over plans for our work here. I am also writing Spaid to come over to Richmond with you, as he is anxious to talk over certain matters with us about the situation in Delaware.

With kindest regards and best wishes, I am,
Yours truly,

E. C. Brooks

NC245

GENERAL EDUCATION BOARD
RECEIVED
APR
21
1919
ANSWERED

The Twin Sisters

HOTEL ZINZENDORF
WINSTON SALEM, N. C.

HOTEL GUILFORD
GREENSBORO, N.C.

This letter written from Greensboro, N.C., 4-19 1919.

Dr. Abraham Flexner,

General Education Board,

61 Broadway, New York.

Dear Dr. Flexner:-

Right! How could you have guessed it? And, yet, we all know that food is to save the world. In my case, however, there is not only need of food, but I am greatly in need of a dentist. The "flu" apparently has put several of my teeth out of commission, and besides six weeks in the field on a stretch makes one feel like getting home for a brief period at least. I am writing the Jefferson Hotel for reservation for May 3d.

I have written Mr. Spaid asking him to come over to Richmond with you.

It is very important, I feel, that we together go over with him the Delaware situation.

The week here has been most helpful. It was a pleasure to meet with about sixty County Superintendents and spend the day with them. The "folks" here are very hospitable and they seem most desirous to do everything they can to make our work a success. There is a fine

The Twin Sisters

HOTEL ZINZENDORF
WINSTON SALEM, N. C.

HOTEL GUILFORD
GREENSBORO, N.C.

This letter written from_____ 191_

spirit ~~here~~. Besides attending the conference I spent four days in the Guilford County Schools. The schools of the larger towns and the larger schools in the open country are usually good, but, as elsewhere, the small schools of the open country are very poor. Guilford County, however, is not typical. There are a number of excellent educational institutions at Greensboro, rendering available a good supply of well trained teachers, and the neighboring schools have profited accordingly. Mr. Foust, the County Superintendent, has been in this county fourteen years and has done a great work. He is a level headed fellow and most helpful to me in gaining an understanding of the general situation.

I leave tomorrow for Wilkesboro, Wilkes County, one of the extreme western counties. The Superintendent is C. C. Wright, a member of the Educational Commission. I am going to Wilkes County that I may both see the schools of this section of the state and have an opportunity to become acquainted with Mr. Wright. On Saturday of next week I shall return

The Twin Sisters

HOTEL ZINZENDORF
WINSTON SALEM, N. C.

HOTEL GUILFORD
GREENSBORO, N.C.

This letter written from_____191_

to Greensboro, taking the train for home, arriving there sometime Sunday. I will be either at the office or at home until Friday afternoon, when I shall leave for Richmond. Is Dr. Buttrick to join us at Richmond? It would be fine if we could have him with us and together talk over our North Carolina work and plans.

With best regards to both Dr. Buttrick and you, I am,

Very truly yours,

Frank P. Bachman

N.C 245

May 5, 1919

Professor M. E. Haggerty
State Department of Education
Presbyterian Building
Richmond, Virginia

Dear Dr. Haggerty:

I wonder if you would be good enough to send me a complete set of the tests you are now using in the Virginia survey. I am strongly inclined to suggest to our Board that we enlarge our North Carolina work by giving the "achievement tests" included in your first volume. I confess I am still in doubt about the other tests. How long would it take, and what would be the expense involved in giving the academic tests, above mentioned, under the same conditions and to the same number of pupils as in Virginia? Could you hold together your present organization for the purpose? The advantage of this procedure would be that we would have real comparable results.

Sincerely yours,

AF:EKS

ABRAHAM FLEXNER

May 9, 1919

Dr. Frank P. Bachman
The Yarborough
Raleigh, North Carolina

Dear Bachman:

I have your telegram. I shall leave New York at two on Monday, and am due to arrive at Raleigh sometime before sunrise (darn it!) on Tuesday morning. Please reserve me a room at The Yarborough, to which I can retire for a few additional winks, in case the train should be on time. It would, however, be a friendly act, if you and Brooks could manage to belate the train - say about an hour and a half - or two hours, better still. Couldn't you arrange this with one of the division superintendents on the North Carolina border?

Inasmuch as we are getting ready for the Board Meeting on the twenty-second and time presses, I shall expect to leave Raleigh on the 1:20 train Tuesday afternoon. Please get me a ticket and a lower berth. After the Commission meets, please have things arranged so that I could see Brooks and anybody else whom I ought to confer with before returning.

Sincerely yours,

ABRAHAM FLEXNER

AF:HKS

P.S. - I shall send you a copy of the Columbia University Quarterly for April, with a corking review of our Gary Survey, by Professor Sachs.

(May 10 1919)

GENERAL EDUCATION BOARD
RECEIVED
MAY
10
1919
ANSWERED

NC345

PUBLIC EDUCATION IN NORTH CAROLINA

Tentative Plan

I. North Carolina: Its People and Industries

II. Present School System

III. State Department of Education

- 1. State Board of Education
- 2. State Superintendent of Public Instruction
- 3. State Supervisors
  - a. Supervisor of High Schools
  - b. Supervisor of White Elementary Schools
  - c. Supervisor of Colored Elementary Schools

IV. County Boards of Education and County Superintendents

V. District School Committees

VI. Courses of Study

- 1. High Schools
- 2. Elementary Schools

VII. Teachers

- 1. Academic and professional training
- 2. Certification
- 3. Tenure
- 4. Salaries
- 5. Teacher training facilities

VIII. School Enrollment, Attendance, and Pupil Progress

IX. The Schools and Their Work

1. Special chartered schools
2. Town and village schools
3. Rural schools

X. School Finances

1. State funds and their apportionment
2. County funds and their apportionment
3. Special taxes in special school districts and their use

ARCHIVAL COPY

CLASS OF SERVICE	SYMBOL
Day Message	
Day Letter	Blue
Night Message	Nite
Night Letter	N.L.

If none of these three symbols appears after the check (number of words) this is a day message. Otherwise its character is indicated by the symbol appearing after the check.

WESTERN UNION TELEGRAM

MAY 7 PM 7 -0

NEWCOMB CARLTON, PRESIDENT — GEORGE W. E. ATKINS, FIRST VICE-PRESIDENT

CLASS OF SERVIC
Day Message
Day Letter
Night Message
Night Letter

If none of these three symbols appears after the check (number of words) this is a day message. Otherwise its character is indicated by the symbol appearing after the check.

RECEIVED AT 150 BROADWAY N.Y.

1919 MAY 7 PM 7 06

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NEWBERN NC 6 4 P 7

DR ABRAHAM FLEXNER

1995

GENERAL EDUCATION BOARD 61 BROADWAY NEWYORK NY

A MEETING OF THE COMMISSION HAS BEEN CALLED AT BROOKS OFFICE

RALEIGH NC TUESDAY MAY THIRTEENTH AT 9OCLOCK

FRANK P BACHMAN.

Charge to the account of

CLASS OF SERVICE DESIRED	
Telegram	
Day Letter	
Night Message	
Night Letter	

Patrons should mark an X opposite the class of service desired; OTHERWISE THE MESSAGE WILL BE TRANSMITTED AS A FULL-RATE TELEGRAM

WESTERN UNION TELEGRAM

NEWCOMB CARLTON, PRESIDENT GEORGE W. E. ATKINS, FIRST VICE-PRESIDENT

3 To

NC 24 93

2 06

Send the following message, subject to the terms on back hereof, which are hereby agreed to

May 14, 1919

Mr. M. E. Haggerty
Presbyterian Building - Board of Education
Richmond, Virginia

CAN YOU WIRE ME ANSWER TO MY LETTER ASKING PROBABLE COST OF GIVING ACADEMIC TESTS AS PART OF NORTH CAROLINA SURVEY

Abraham Flexner

Charge to -

The General Education Board

ARCHIVAL COPY

NC245

May 14, 1919

Mr. Frank P. Bachman
The Yarborough
Raleigh, North Carolina

Dear Bachman:

One thing occurs to me to add to what I said to you yesterday, with reference to the situation at Elizabeth City. It refers to the practice school. It was your suggestion, as I remember it, that the normal school need not have a practice school, inasmuch as they might use the city schools - a mile off. I am not sure that this is a wise or a feasible suggestion, so I caution you to be sure of your ground and not to urge the thing too strongly against the judgment of those familiar with local conditions.

Sincerely yours,

AF:HKS

ABRAHAM FLEXNER

NC245

ART, Pres.
Richmond, Va.
FRANKLIN WILLIAMS, Sec.
Vienna, Va.
CHAS. G. MAPHIS,
University, Va.
MISS BESSIE P. TAYLOR
Richmond. Va.

VIRGINIA EDUCATION COMMISSION

RICHMOND, VA.

OFFICE OF SURVEY DIRECTOR
PRESBYTERIAN BUILDING
ROOM 410

GENERAL EDUCATION BOARD
RECEIVED
MAY 15 1919
ANSWERED

C. O'CONOR GOOLRICK,
Fredericksburg, Va.
O. WALTER KNAPP,
Accomac, Va.
CHAS. H. ROLSTON,
Mount Clinton, Va.
BLAKE T. NEWTON,
Hague, Va.

May 13, 1919.

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York City, New York.

Dear Doctor Flexner:-

In response to your request of May 5th I am sending you a complete set of the test materials which we are using in the Virginia survey. I am attaching a statement of the amount of money that in my judgment would be needed to do a satisfactory bit of work in connection with the North Carolina survey.

It is desirable to spend from three to five months in making the survey with tests and measurements. Of course, the work could be put through under rush conditions much more quickly than this, but I am sure you will appreciate the fact that there is a considerable amount of local education to be accomplished along with the giving of the tests which greatly increases the amount of time needed.

I think that it would be no trouble to secure a sufficient number of our present staff to insure essentially the same methods of work in North Carolina.

Just a word about the tests to be used. It would be unwise to decide beforehand all the details about what tests you would use. While it is desirable that the majority of our present tests be used, it would seem to me unwise to commit ourselves to these and no others until we were once on the ground. Tests have no merits in themselves and should be used in the same spirit in which the psysician uses his various methods of measurements and diagnosis. We should be free at all times to vary our program as demanded by local conditions. This we have had to do in Virginia to the extent of inserting new tests after our program was already well begun. We have also been compelled to bring in other types of tests than those we first contemplated using.

One of the important things for the survey to do is to cultivate the live interest of local school men, and we should be in a position to undertake new testing problems as the local people felt the need for it. This we have had to do in connection both with the first and second grades and with the high schools here in Virginia, groups which were not included in our original program but which we should miss at a very great loss to the value of the survey.

...HART, PRES.
Richmond, Va.
...LIN WILLIAMS, SEC.
Vienna, Va.
...S. G. MAPHIS,
University, Va.
...ss BESSIE P. TAYLOR
Richmond. Va.

VIRGINIA EDUCATION COMMISSION
RICHMOND, VA.

OFFICE OF SURVEY DIRECTOR
PRESBYTERIAN BUILDING
ROOM 410

C. O'CONOR GOOLRICK,
Fredericksburg, Va.
G. WALTER MAPP,
Accomac, Va.
CHAS. H. ROLSTON,
Mount Clinton, Va.
BLAKE T. NEWTON,
Hague, Va.

-------#2

If I should undertake the direction of the Division of tests and measurements in the North Carolina survey comparable to the program I have directed in Virginia, I should of course wish to consider with you and Dr. Bachman all of the survey problems to the solution of which the work of tests and measurements might contribute. It would be my desire that in its outcome the division of tests and measurements should contribute directly to the main purpose of the survey proper. As to the detailed methods of work, selections of tests, selections of schools, etc., I should want the same freedom of judgment which I have enjoyed in connection with the Virginia survey. In the end I would be held responsible both by the survey commission, by the General Education Board, and by the general public for the character and results of the tests and measurements work. I am sure you will appreciate that the degree of freedom should be commensurate with the responsibility involved.

The figures on the attached estimate are based on our Virginia experiment. The amount stated is practically the sum involved in our work here. The value of the local help which we have secured in the state of Virginia I am estimating at approximately $6,000. Here we have found between thirty and forty men and women engaged in the administration of schools who have given to us from two to forty days of service each. In addition we have engaged approximately three hundred men and women in four normal schools and four colleges who have gien from ten to one hundred hours each, giving and scoring tests. We shall know before completing our work somewhat more accurately what the actual value of this service is, but I would guess that it would run about as I have stated. Whether or not we would be so fortunate in securing local help in North Carolina you know better than I. It is my firm conviction that the work should be so planned as to make all possible use of such persons, but there are probably few states in the south where so large a number could be found to give so generously of their time to such an enterprise as here. Whatever of such help could be secured in North Carolina would of course serve to lessen the total cost of such a survey.

Cordially yours,

M. E. Haggerty

M. E. Haggerty, Director,
Division of Tests & Measurements.

MEH/R.

GENERAL EDUCATION BOARD
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MAY
15
1919
ANSWERED

Estimate probable cost for Division of Tests and Measurements of North Carolina Survey.

Salary Director	$ 2,500
Asst. Director and specialists	3,000 ✓
Head clerk, stenographer and statistical clerks	1,500
x Salary for examiners to give tests 300 days at $5.00 per day	1,500
x Travelling expenses of examiners testing 20,000 children at 10¢ per child	2,000
Printing	1,500 ✓ 200.00
x Expenses scoring and tabulating results, 20,000 children	3,000
Travelling expenses of staff	1,000
Total	$16,000

11
210
1.00

x Savings could made on these items through local assistance if such were available.

May 15, 1919

Mr. M. E. Haggerty
Virginia Education Commission
Room 410, Presbyterian Building
Richmond, Virginia

Dear Mr. Haggerty:

Thank you very much for your telegram and the letter which came about the same time. I have been in North Carolina looking over our work down there since I saw you and Dr. Inglis and it seems to me that the situation is sufficiently definite to warrant the addition of a testing chapter to our survey. There is no doubt that competent and abundant local cooperation can be secured.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

NC 245

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General Education Board

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61 BROADWAY
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Charles P. Howland

May 16, 1919

Dr. Frank P. Bachman
The Yarborough
Raleigh, North Carolina

Dear Bachman:

I have your two letters of the 14th. I shall talk with Mr. Rosenwald in a diplomatic way about the supervision of his schoolbuilding work - a thing which, as a matter of fact, we have already been talking about for some time past.

As for the other point you make, (James Sanders Hz) no final decision is needed at this time. Keep your mind open and doubtless by the time your survey closes, we will have a few matured and settled decisions which will be of use to the state as well as to the Board.

Miss Thornblum leaves to join your forces this afternoon, as you doubtless know.

I am sending you a second letter from Mr. Wilkinson. Please let him hear from you. I am hopeful that you can do what he wants, for it seems to me it would be worth while for you to explain the new law to the teachers of Delaware.

Very sincerely yours,

Abraham Flexner

AF/ESB

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1C245

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Hague, Va.

GENERAL EDUCATION BOARD
RECEIVED
MAY
19
1919
ANSWERED

May 17, 1919.

Dr. Abraham Flexner,
General Education Board,
61 Broadway, New York.

My dear Dr. Flexner:-

I am gratified to note in your letter of May 15th that you believe it worth while to add a testing chapter to the North Carolina survey. We are just now rounding up our rough tabulations for the Virginia work and completing some remnants of field work. The results now available and the suggestions from our tables of data warrant our previous anticipation of the importance of this service. Quite apart from whatever value our statistical tables may ~~undoubtedly~~ have, the stimulation which our work has given to educational interest both in the public schools and the higher institutions of learning is unquestionable. Fresh evidence of the value of this type of work comes to us every day from school superintendents, presidents of normal schools, and other scheol men. The survey is bound to leave behind an interest in the improvement of educational technique that will stimulate the state for ten years.

Our present plans contemplate rounding up our local tests about June 1st and the staff will then disperse to their several places of work. I shall return to Washington soon after the first of June. I am sure that all of us will be interested in following the development of the North Carolina project and shall be glad to render whatever informal service that may be of help to you.

The type for all of our Virginia tests has been held by the printer until this time. In case you care to use any of this material in your Carolina work it might save expense to arrange for setting the type aside until you are ready for printing. In the ordinary course of events we should instruct the printer to throw down the type.

Very truly yours,

M. E. Haggerty

M. E. Haggerty, Director,
Division of Tests & Measurements.

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Hagne, Va.

------#2.

P. S. When you were here you suggested sending me page proof on the Gary Survey. This would doubtless be helpful to all of us in considering the method of reporting our work and we should be glad to receive a copy if convenient.

Attach to E.S.B.

M.E.H.

MEH/R.

May 19, 1919

Mr. M. E. Haggerty
Virginia Education Commission
Room 410, Presbyterian Building
Richmond, Virginia

Dear Mr. Haggerty:

I have yours of the 17th. Our Board meets on the 22nd and I shall then ask for an appropriation for the purpose of repeating some of the Virginia tests in North Carolina. I hope you will get your printer to hold the forms until I can communicate with you at the end of this week or the beginning of next.

I am sending you the July 1918 page proof of the Courtis Report. Remember that these are undergoing considerable modification in spots, but the method of presenting and discussing the results will not be substantially changed. Of course this material is confidential.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

Or C 245
File

Superintendent's Office
Washington Public Schools
Washington, N. C.

May 19, 1919.

Mr. Frank P. Bachman,

Yarborough Hotel,

Raleigh, N.C.

Dear Mr. Bachman:

I am sorry you were unable to stay over long enough to look us over carefully. I hope you will be able to come back when you have more time. I should have liked especially to have had time enough to have told you something of the plan we have in mind for financing the building program. I do not claim any credit for it, but I believe it is rather a unique idea.

Enclosed you will find copies of the Course of Study of the elementary, (primary and grammar grades) also the high school.

Under separate cover I am sending you a copy of the annual report for the fiscal year '17-'18.

Trusting that you feel at least in some measure compensated for the time given us on Saturday, I am

Very truly yours,

Frank J. Ashley

Supt. of Schools.

NC 245

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May 21, 1919

Dr. Abraham Flexner
General Education Board
61 Broadway
New York City

Dear Dr. Flexner:

I am back in Raleigh again today, and Miss Thornblum is taking this dictation. She is comfortably located in one of the boarding houses of the city, and of course I am glad to have her with me, though I was hoping I might get along without her until fall. Our change of plan with regard to collecting data on teachers, however, made it imperative that she come at once.

Since you were here I have spent a day each in the public schools of Rocky Mount, Tarboro, Washington, Goldsboro, and Kinston, always visiting both the white and the colored schools. I expect to spend Thursday and Friday in the school at Fayetteville. Mr. Sams is joining me at Fayetteville, where one of the state normal schools for colored teachers is located.

The week has been an interesting one, and has thrown light on a number of problems, particularly with regard to the

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relation of the State Department to the development of city schools and the need of closer cooperation. The week has also revealed to me the wisdom of making a study of all the teachers in the state. It is obvious that the provisions for the training of white teachers -- to say nothing of colored teachers -- are meager. But it is equally clear that the private institutions of the state, both white and colored, have had a large part in the preparation of the teaching corps, and I feel that a complete tabulation of all the teachers will bring out clearly the work of both private and state institutions. With all the facts thus in hand, we will be in position to evaluate the situation as a whole much better than if we had data on the teachers from only twenty-five counties. Moreover, it may turn out that these data will show that there are certain private institutions in the state that are really doing splendid work in the training of teachers, and that some assistance might be given such institutions either by the state or by some outside agencies. Be that as it may, I am certain that data on all the teachers will be of great value in doing

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justice to the situation as a whole.

I have now visited the schools of all the cities of four thousand population and above east of Raleigh, with the exception of Wilson, which I skipped because in this particular instance the superintendent of the city schools is also superintendent of the county schools. The superintendent, Mr. Coon, is one of the older and among the strongest school men of the state, and, so far as I can learn, has been more or less of a free lance. For this reason I feel it is especially desirable that I secure his confidence, and am planning to spend several days with him at one time next fall.

Beginning with Fayetteville, I will strike the cities of the Piedmont region, which in many ways is like going into another state; but I shall be able to see enough of them before the schools close to give me a good idea of the city situation as a whole. At most, it will take me only a week or ten days in the fall to complete my visitation of the city schools.

With regard to the training school at Elizabeth City,

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I shall be, as you suggest, cautious. I had a long talk with Mr. Sams this morning, and I believe we are in complete accord. ~~with regard to Elizabeth City.~~ There are two distinct theories about practice training in normal schools. One is that the normal school should have close at hand a practice school in which the students receive their practice training; the other, and the one that is growing in popularity, is to use well selected city and rural schools for practice purposes. Many competent to judge hold that this latter plan is not only the more practical, but by far the more economical. I am, of course, perfectly willing to defer to the judgment of the men on the ground, but at all events the use of the city schools of Elizabeth City and nearby rural schools for practice purposes is worth considering, particularly in a state where every dollar needs be made to yield a hundred per cent. return. My only point in suggesting that probably Elizabeth City did not need a practice school was to emphasize the necessity of considering this school from all points of view. It should be considered especially with

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regard to a very complicated local situation, for it is apparent on casual investigation that both Elizabeth City and the county have in the past sought to get every possible dollar out of the colored training school without rendering a corresponding service to the school.

I have read with very great interest and profit the memorandum of Mr. Jackson Davis, and I may say that his point of view and my point of view are exactly the same. The real question at issue is whether the present methods that are being pursued in much of our own and related work in North Carolina are accomplishing what Mr. Davis and others interested are hoping to accomplish. I shall certainly keep an open mind, but am frank to say that almost all the evidence that I have thus far collected points to the need of a careful scrutiny of present policies and methods and results. My feeling is expressed by Mr. Davis's phrase, our work is "spread too thin." I do not mean by this that what is being done is not excellent and helpful, but that in certain instances, at least, our present approach is neither comprehensive nor fundamental.

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This, to be sure, is a small volume, but I felt that I could save your time by answering your half dozen or more letters in one.

With warm regards and best wishes, I remain

Sincerely yours,

Frank P. Bachman

FPB:T

Dr. Flexner:

You see what an incentive I am to long letters.

A.C.T.

May 23, 1919

Dr. Frank P. Bachman
The Yarborough
Raleigh, North Carolina

Dear Bachman:

Your six-page letter arrived this morning and suggests that it would be wise for Miss Thornblum to return to New York on a fast train. However, we won't take any snap judgment and, as a matter of fact, I do want to be kept in close and complete touch with your activities, even if it takes a daily six-page letter to accomplish that end. Besides, there is something to be said for keeping Miss Thornblum out of mischief by giving her something to do.

There is one consideration in reference to the practice school which you seem to me to omit. A practice school might be superfluous in Cambridge, because there are all about good schools in which teachers in training may either observe or get experience. This is probably not the case in North Carolina, is it? A practice school in connection with a normal school ought to be a good deal better than the town schools nearby. It wouldn't help much to give teachers in training opportunities to observe and to practise in inferior schools. The point therefore to be considered is this: Are the schools in the visinity good enough to serve the purpose

or, to put it differently, would a practice school in connection with the normal school be enough better than the adjoining schools to warrant the expense and effort connected with its establishment?

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

NC 245

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May 23, 1919

Dr. Frank P. Bachman
The Yarborough
Raleigh, North Carolina

My dear Bachman,

The Board yesterday appropriated Seven thousand five hundred Dollars ($7,500.00) for the purpose of having the Virginia test work repeated in North Carolina as far as the academic testing is concerned. I wish you would let me know what you think as to the time when it would be feasible and fair to give these tests. I will then take the matter up with Haggerty in the hope of securing his services and the services of his associates.

The Board also authorized the extension of Shaw's engagement.

Sincerely yours,

A.F.

AFIE

Copy sent to HPB at Greensboro.

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Cr C 245

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May 23, 1919

Dr. Frank P. Bachman
The Yarborough
Raleigh, North Carolina

Dear Bachman:

I have yours of the 21st suggesting that we send certain of the Gary volumes to superintendents of North Carolina cities with a population of 4,000 or more. You can send me a list of these towns with the names of the city superintendents. We will then check them up to see how many of them have already received these volumes and we will doubtless decide to send them free of charge to all the others.

Sincerely yours,

A. F.

(sent May 27/19 I.

AF/ESB

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The Twin Sisters

HOTEL ZINZENDORF
WINSTON SALEM, N. C.

HOTEL GUILFORD
GREENSBORO, N.C.

NC 245

GENERAL EDUCATION BOARD
RECEIVED
JUN 2 1919
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This letter written from Greensboro, N.C., 5-31 1919

Dr. Abraham Flexner,

General Education Board,

61 Broadway, New York.

Dear Dr. Flexner:-

The past week has been a hard but most enjoyable one. I succeeded in spending a day each at Monroe, Gastonia, Concord, Salisbury Lexington, and Thomasville. Monday and Tuesday of next week I shall be at Winston-Salem, Wednesday at Mt. Airy, Thursday and Friday at Greensboro, Saturday at the Colored State Normal School, at Winston-Salem, probably returning here Saturday evening.

A few outstanding facts with regard to the relation of the State Department to the cities and with regard to the work and the administration of the cities themselves are becoming apparent and of these I shall write you soon.

With kindest regards and best wishes, I remain,

Very truly yours,

Frank P. Bachman

COPY

NC 245

Virginia Education Commission
Richmond, Va.

June 3, 1919

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Flexner:-

Upon my return to Richmond I find your letter of May 19th relative to the appropriation for the purpose of repeating some of the Virginia tests in North Carolina. We have asked the printer to hold the forms.

I am not clear from our previous correspondence when you plan for the Carolina testing to be done. It would probably fit in somewhat better with my plans if I could spend the month of August and September on the work. I would not presume that any testing of children could be done earlier than about the 10th of September but I should like to be on the ground somewhat longer before the testing was actually begun than I have had opportunity to be in Virginia. It would enable me to go about the state somewhat and get acquainted personally with the school men and school conditions. It would probably be possible to do some of the training of local examiners during the weeks just prior to the opening of schools and also to prepare the way in connection with the normal schools and colleges for the scoring of the tests.

I have taken up with two members of our Virginia staff the question of helping on the Carolina work and believe they both are willing to join in the work if they can make the proper arrangements with their institutions.

In determining exactly what ones of our tests are to be used, I should like to go over the ground with you in person. I believe that our data will show the significance of the mental tests and that in the solution of certain of the problems, such as the classification of pupils, the relative efficiency in the one and two room schools, etc., they are equally if not more serviceable than the achievement tests proper.

I am inclined to think that with more time to map out a program on the ground and to select the significant problems that we can obviate the necessity for giving all of our tests as widely as we have given them in Virginia. I can now see from our work here much better what the significant problems are likely to be in the state of North Carolina and should prefer to go after individual problems more intensively than to do the very extensive testing which we have carried on in this state. Such a program would have certain advantages on the side of economy also and would give us equally significant material for comparative study.

At your suggestion I took up with President Burton and Dean Coffman the question of directing the testing program for you and believe that I shall have no difficulty in making the proper arrangements with the University.

Please accept my appreciation for the page proof of the Courtis

Report. This will be of service to all the members of our staff.

You will be interested to know that we succeeded in giving tests to all the children in the Whittier School. We gave to all of them both the mental and the achievements tests.

Very truly yours,

(signed) M. E. HAGGERTY

Director,
Division of Tests & Measurements

MEH/R

June 5, 1919

Mr. M. E. Haggerty
Room 410, Presbyterian Building
Richmond, Virginia

Dear Mr. Haggerty:

Returning to town this morning I find your letter. I am forwarding it to Bachman with the request that he let me know immediately what he thinks as to the dates. I shall be delighted to confer with you as to the details as soon as I have heard from Bachman.

I need not tell you how greatly we appreciate the interest which you and your associates show in the North Carolina work.

With warm regards - "warm" is almost superfluous in these days,

Sincerely yours,

ABRAHAM FLEXNER

AF/ESB

June 5, 1919

Dr. Frank P. Bachman
The Yarborough
Raleigh, North Carolina

Dear Bachman:

I have returned to the office this morning and found your two letters. I have also the enclosed letter from Haggerty. I wish you would give me the data on the basis of which I can answer it.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

AC 245

c/c

File

June 4, 1919

Mr. Robert H. Wright
Greenville
North Carolina

My dear Mr. Wright:

My letter of yesterday to you crossed one from our New York office enclosing the requisitions for which I inquired. Evidently they had been sent by your office to New York instead of to Raleigh. Thank you for them.

We will take up with Mr. Brooks the question of including his name among the commissioners and follow his wishes, as you suggest.

Very truly yours,

Secretary to Dr. Bachman

Officers of the Board
Wallace Buttrick, President
Abraham Flexner, Secretary
S. C. Gist, Assistant Secretary
L. G. Myer, Treasurer
L. M. Dodd, Assistant Treasurer

NC 245

GENERAL EDUCATION BOARD
RECEIVED
JUN
11
1919
ANSWERED

Greensboro, N.C., 6-9-19.

Dr. Abraham Flexner,
General Education Board,
61 Broadway, New York.

In Va 173

Dear Dr. Flexner:-

Enclosed you will find Haggerty's letter and your reply. I am returning these that your file may be complete.

As it seems to me, it would be best not to give the tests in North Carolina until February, March and April of next year, however, before we decide, I think it would be well for us to talk the whole matter over. We can do this next week when I am at home.

Sincerely yours,

Frank P. Bachman

...ard
...sident
...Secretary
...Assistant Secretary
...Treasurer
...Assistant Treasurer

General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902
61 BROADWAY
NEW YORK

GENERAL EDUCATION BOARD
RECEIVED
JUN 1
19
ANSWERED

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Albert Shaw
Wallace Buttrick
Starr J. Murphy
Edwin A. Alderman
Harry Pratt Judson
Wickliffe Rose
Jerome D. Greene
Anson Phelps Stokes
Abraham Flexner
George E. Vincent
James H. Dillard
Frank E. Spaulding
Charles P. Howland

June 5, 1919

Dr. Frank P. Bachman
The Yarborough
Raleigh, North Carolina

Dear Bachman:

I have returned to the office this morning and found your two letters. I have also the enclosed letter from Haggerty. I wish you would give me the data on the basis of which I can answer it.

Very sincerely yours,

A. F.

AF/ESB

All correspondence regarding the business of the Board should be addressed "General Education Board, 61 Broadway, New York City."

NC 245

Officers of the Board

Wallace Buttrick
President

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E. C. Sage
Assistant Secretary

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Charles P. Howland

June 11, 1919

Dr. Frank P. Bachman
The Yarborough
Raleigh, North Carolina

Dear Bachman:

I have your note about your movements, and also the proposed letter to Mr. Buckingham. I shall be delighted to see you when you come next week, and we can talk the Buckingham matter over at that time. Also, Mr. Rockefeller has brought a matter to my notice in which you may be in a position to render some useful service. You are surely deserving of a holiday. I haven't the least doubt that the family and the garden need you. We shall all be delighted to see you.

With warm regards to Shaw, Miss Thornblum and yourself, I am

Sincerely yours,

A.F.

AF:HKS

P.S. - As I write, I also receive a letter from Greensboro about the Slater school. I shall take it up with Dr. Buttrick.

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NC245

Officers of the Board

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June 12, 1919

Dr. Abraham Flexner
General Education Board
61 Broadway
New York City

Dear Dr. Flexner:

I left home six weeks ago this coming Friday. In the meantime I have spent four days at Raleigh, visited the three colored normal schools, and twenty-two of the thirty-three cities in North Carolina with a population of 3,000 or more, spending from two to three days in each of the larger cities and one day each in the smaller ones.

As a result of these visits, some impressions are gradually taking form. First, the cities of the state have apparently developed independently of the state department of education. Under the conditions, this is not surprising. In a state slowly recovering from severe oppression and grinding poverty, the cities were the first to raise their heads with new hope and new aspiration, and early became strong enough to walk alone. Not so with the rural districts. To create in them an interest in education required the closest fostering care of the state de-

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partment of education, and every energy it could command. Only within the last year or two has the state department attempted any control over the cities. Moreover, the cities themselves have each developed under their own special charters, wherein the authority of the board of education and of other school officials is defined in general terms only. The present situation suggests, I believe, two questions for consideration: (1) Whether the cities of North Carolina are not now ready for a single general city code, similar, for example, to the one which we prepared for the cities of Delaware; (2) whether the time has not now come when the state department of education should be provided with a city or graded supervisor to go about the state working in coöperation with the city superintendents.

The second outstanding fact is this: In the cities, to say nothing of the counties, the last twenty years have been a period of schoolhouse building. During most of this period it has not been a question of building permanently, but of providing the greatest amount of school facilities with the money at hand. In the words of

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Superintendent Latham of Winston-Salem, "the question up to now has been how much can we get for the money at hand, and only now are the cities in position to think of building according to needs and modern requirements irrespective of cost." It is therefore not surprising to find that much of the building work of the last twenty years will need to be done over in the next decade or two. Be that as it may, the building needs of the immediate future suggest the employment of a supervising architect in connection with the state department of education, with a proper body of assistants, whose duty it shall be, along with other state school officials, to pass on the building plans of the several cities, and also to see that the schoolhouses are constructed according to the plans adopted. The work of this department as contemplated, you will note, is broader than the mere passing on building plans. It contemplates the broader work of passing on building programs as a whole. This larger view on my part has grown out of observing instances where a particular building was well enough in itself, but not the kind of building that probably should have been erected in the given community

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in view of the larger building program that should have been undertaken.

The third outstanding fact is the youth and high quality of most of the city superintendents. It would be hard to find a similar body of higher quality and greater promise, but most of them are young and inexperienced. The new city superintendents are chosen, as a rule, from among the successful high school principals, and most of these have had only a college course, with, in some instances, a summer course at one of our universities. If, from time to time, these men actively engaged in directing the educational progress of the cities could have opportunity for a year's leave of absence and study at one of our best universities, their efficiency would, I believe, be greatly increased and progress throughout the entire state materially furthered. But with their salaries mostly in the neighborhood of $2,000, the possibility of any considerable number procuring this additional year of university training is slight. In view of the great need and of what might be accomplished, I am wondering

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whether the General Education Board might not consider financing a plan which would enable these superintendents to get the needed year of university training.

Finally, a majority of the city superintendents have received their training at the State University. This reveals at once the strategic importance, educationally, of this institution. As a teacher expressed it yesterday, "a graduate of the State University can get anything in this state." Indeed, the State University seems to be bound up in a wonderful way with the entire progressive life of the state. In view of the place of the university in the public schools of the state, it is obvious that the department of education should be exceedingly strong. It is not too much to say, I believe, that the entire educational progress of the state depends largely on the strength of this department. All of which leads to this question: Might not the General Education Board consider helping the state, if outside resources should be needed, to establish at the State University a department of education fully equipped

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General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902
61 BROADWAY
NEW YORK Dr. Flexner p. 6

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to meet its opportunity and great responsibility?

Sincerely yours,

Frank P. Bachman

FPB:T

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General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902

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Charles P. Howland

June 12, 1919

Dr. Abraham Flexner
General Education Board
61 Broadway, New York City

Dear Dr. Flexner:

I surmise that you will be surprised to receive this letter from far away North Carolina. As I learn more and more of this state, I am becoming increasingly grateful for two things.

First, I doubt whether the country has as yet appreciated the great work that Wirt has done at Gary, Indiana. In discussing with the city superintendents their problems, it seems to me that they have gotten more stimulation and ideas from Gary than from any other single source, and, I am almost inclined to say, from all other sources combined. Their ideas, of course, are hazy, as they have not had access to very much reliable literature. Be that as it may, the Gary experiment has stimulated them to think along broader and newer lines, particularly those related to play and recreation.

Second, I am increasingly grateful that the

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General Education Board made possible our Gary study. It enables us to place in the hands of these men the literature about Gary, which, I feel, will be most helpful in evaluating Gary and in directing their own thoughts along safe lines. A few of the superintendents have already received our Gary volumes, and I am sure we will do the others a great service by sending them, as I suggested some time ago, at least the general volume, the volume on science, and the volume on physical training and play.

Sincerely yours,

Frank P. Bachman

FPB:T

All correspondence regarding the business of the Board should be addressed "General Education Board, 61 Broadway, New York City."

Care of

June 13, 1919

Mr. T. E. Brown
State College of Agriculture and
Engineering
West Raleigh, North Carolina

My dear Mr. Brown:

Superintendent Brooks tells me that you are not altogether satisfied with what happened at Greensboro. I left Greensboro feeling, after our dinner conference, that there was a complete understanding between us, mutually agreeable. If this is not the case, won't you be good enough to hold the matter in abeyance until we can get together? I expect to visit your summer school within the next three weeks, and at that time we can take up, doubtless to our mutual profit, whatever is in your mind.

With kindest regards and best wishes, I remain

Sincerely yours,

FPB:T

ARCHIVAL COPY

ARCHIVAL COPY

Care of

file

June 18, 1919

Mr. T. E. Brown
State College of Agriculture and
Engineering
West Raleigh, North Carolina

My dear Mr. Brown:

You will remember that I spoke to you some time ago about getting certain data from the high schools on the Smith-Hughes work in household arts and agriculture. I wonder if you could get for last year the following data from the schools in which Smith-Hughes work was done:

1. Total high school enrollment, by boys and girls.
2. Total enrollment in Smith-Hughes household arts classes.
3. Total enrollment in Smith-Hughes agricultural classes.
4. Actual days and hours of attendance in Smith-Hughes household arts classes.
5. Actual days and hours of attendance in Smith-Hughes agricultural classes.
6. Cost of Smith-Hughes household arts equipment.
7. Cost of Smith-Hughes inside agricultural equipment.
8. Acres of outside space and cost of land procured especially for Smith-Hughes work.
9. Space in terms of classrooms used for Smith-Hughes household arts work.
10. Space in terms of classrooms used for Smith-Hughes agricultural work.
11. Total instruction cost of Smith-Hughes household arts work:
    a. Part provided locally.
    b. Part provided from Smith-Hughes fund.

12. Total cost of Smith-Hughes agricultural instruction.
    a. Part provided locally.
    b. Part provided from Smith-Hughes fund.

Thanking you for your coöperation, I remain

Sincerely yours,

FPB

FPB:T

North Carolina State College
of
Agriculture and Engineering
West Raleigh

DEPARTMENT OF
VOCATIONAL EDUCATION
T. E. BROWNE
LEON R. COBB

ARCHIVAL COPY

9078. June 16th, 1919.

Dr. F. P. Bachman,

% State Superintendent Public Instruction,

Raleigh, N. C.

Dear Sir:

I have your questionaire of June 13th and also your letter. The information asked for is not available just now but most of it will be available when I get out my annual report, at which time I will try to answer your questions.

I shall be glad to see you at any time it is convenient and talk over our relationship with reference to ~~our~~ vocational work within the state.

Cordially yours,

T. E. Browne

Director,

State Board for Vocational Education.

ARCHIVAL COPY

June 18, 1919

Mr. T. E. Browne
North Carolina State College
of Agriculture and Engineering
West Raleigh, North Carolina

My dear Mr. Browne:

In behalf of Dr. Bachman, who is at present in New York, I acknowledge the receipt of your letter of the 16th. This will be received by Dr. Bachman on his return to Raleigh at the end of next week.

Very truly yours,

Secretary to Dr. Bachman

file N.C. Survey

CITY PUBLIC SCHOOLS
OFFICE OF SUPERINTENDENT

Asst Clerk 245 Field
Dr. B. in the field
no copy Supt.

KADER R. CURTIS.
SUPERINTENDENT.

KINSTON, N. C. June 16, 1919.

Recd June 20/19

Mr. Frnak P. Bachman,

Raleigh, N.C.

Dear Sir:-

Doubtless you recall we discussed the suggestion to make a special study ,or survey, of the schools of Kinston while you were with us a few weeks ago. You will recall I suggested that if this could be done near the opening of the school we would be glad to place two teachers on this work. These teachers are the ungraded teachers and this work would be very fine for them as well as a great help to the school in general. I was in Chapel Hill last week and mentioned this to Dr. L.A. Williams who is planning to do some work with the city school men in this section of the State. I hope you and Dr. Williams can find it convenient to discuss this matter soon and let me hear from you. If we can make in convenient I will be glad to meet with you and go over the whole proposition.

We enjoyed having you with us and hope you will come this way again.

Yours truly,

K R. Curtis

NC 245

June 28, 1919

Superintendent R. D. Carver

Hickory, North Carolina

Dear Sir:

I am aware that your schools are closed, but as I am to be in your section of the state, I should like very much to spend July 8th with you, going over your school buildings and conferring with you about your own problems and the problems of the state as you see them. The work that I am doing, as you know, is for the State Educational Commission. My address until July 4th will be the Hotel Zinsendorf.

Very truly yours,

FRANK P. BACHMAN

FPB-IEG

NC 245

June 28, 1919

Superintendent D. Matt. Thompson,
Statesville, North Carolina

Dear Sir:

I am aware that your schools are closed, but as I am to be in your section of the State, I should like very much to spend July 7th with you, going over your school buildings and conferring with you about your own problems and the problems of the state as you see them. The work that Iaam doing, as you know, is for the State Educational Commission. My address until July 4th will be, the Hotel Zinzendorf.

Very truly yours,

FPB-IEG

FRANK P. BACHMAN

NC245

June 28, 1919

Superintendent A. C. Kerley

Morganton, North Carolina

Dear Sir:

I am ware that your schools are closed, but as I am to be in your section of the state, I should like very much to spend July 9th with you, going over your school buildings and conferring with you about your own problems and the problems of the state as you see them. The work that I am doing, as you know, is for the State Educational Commission. My address until July 4th will be the Hotel Zinzendorf.

Very truly yours,

FRANK P. BACHMAN

FPB-IEG

AC 245

June 28, 1919

Superintendent W. C. Ariail

Mooresville, North Carolina

Dear Sir:

I am aware that your schools are closed, but as I am to be in your section of the state, I should like very much to spend July 5th with you, going over your school buildings and conferring with you about your own problems and the problems of the state as you see them. The work that I am doing, as you know, is for the State Educational Commission. My address until July 4th will be, the Hotel Zinzendorf.

Very truly yours,

FPB-IEG

FRANK P. BACHMAN

NC 245

June 28, 1919

Mr. Jackson Davis
702 Chamber of Commerce Building
Richmond, Virginia

Dear Davis,

I must apologize for not answering your letter relating to the Summer Course at Winston-Salem. I have, however, been detained at home and with other matters, and am very poor at long hand. Moreover, I did not have a copy of the Summer Course and, therefore, was not in position to answer your question.

I am enclosing a tentative itinerary for July. If you happen to be in North Carolina, I should like very much if we could get together to talk over certain matters relating to the County Training Schools. These, I feel, are fundamental, but in treating them I am under the impression that I will need some further data than the data which you report to our office. I am in hopes that we can agree on the data needed and that you will think it sufficiently valuable for your purpose to volunteer its collection.

If we cannot meet in North Carolina, could I drop off at Richmond Saturday or Sunday, July 26th or 27th?

With kindest regards and best wishes, I remain

Very truly yours,

FPB-IEG

FRANK P. BACHMAN

NC 245

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Assistant Secretary

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General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902

61 BROADWAY
NEW YORK

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Abraham Flexner
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Frank E. Spaulding
Charles P. Howland

June 28, 1919

Mr. Frank L. Shaw
State Department of Education
Raleigh, North Carolina

Dear Shaw,

I have been delayed over a week in getting back to North Carolina. Enclosed you will find a tentative itinerary for the month of July.

Push everything along as rapidly as possible so that you and Miss Thornblum can get out of North Carolina as nearly as possible by the end of July. It is also agreeable to Dr. Flexner that both you and Miss Thornblum take your vacation immediately on leaving North Carolina.

We have taken on an interesting new job which will hold us for about a month.

We have written Haggerty about giving the tests the last half of the year and it is agreeable to Dr. Flexner, if it can be arranged, that you help him so far as possible in this work.

Give Miss Thornblum my kindest regards.

With best wishes, I remain

Very truly yours,

FPB-IEG

Frank P. Bachman

All correspondence regarding the business of the Board should be addressed "General Education Board, 61 Broadway, New York City."

PROBABLE ITINERARY

Dr. Frank P. Graham

June 30, 1919	Greensboro
July 1	"
July 2	"
July 3	Winston-Salem
July 4	" "
July 5	Mooresville
July 7	Statesville
July 8	Hickory
July 9	Morganton
July 10	Boone
July 11	"
July 12	Cullowhee
July 14	"
July 15	Chapel Hill
July 16	" "
July 17	Raleigh
July 18	Greenville
July 19	"
July 21	Washington
July 22	Wilson
July 23 to 26	Raleigh
July 28	Newark, ~~New Jersey~~ Del.
July 29	" " "

NC 245

GREENSBORO PUBLIC SCHOOLS
GREENSBORO, N. C.

FREDERICK ARCHER
SUPERINTENDENT

file

June
30th
1919.

Dr. Frank P. Bachman,
Raleigh, N. C.

Dear Dr. Bachman:

I should be pleased to hear from you as to when you expect to arrive in Greensboro. Mr. J. Norman Wills, Chairman of our Board, is very anxious indeed that you meet informally with our Board and a few citizens for a discussion of a five-year- building program for our city. I can assure you that if such a proposition is not entirely distasteful to you we can so arrange it that no publicity will attach itself to such a meeting.

Both Mr. Wills and Mr. Broadhurst to say nothing of myself, were very much impressed by our conferences with you and feel confident that your aid will be almost invaluable.

Cordially yours,

A/Y

Frederick Archer

DICTATED BUT
NOT READ

PLEASE SUBMIT ALL BILLS IN TRIPLICATE

AC 245

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President

Abraham Flexner
Secretary

E. C. Sage
Assistant Secretary

L. G. Myers
Treasurer

L. M. Dudiell
Assistant Treasurer

General Education Board

FOUNDED BY JOHN D. ROCKFELLER 1902

JACKSON DAVIS, GENERAL FIELD AGENT
702 CHAMBER OF COMMERCE BUILDING
RICHMOND, VA.

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Harry Pratt Judson
Andrew Carnegie
Edgar L. Marston
Wickliffe Rose
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Anson Phelps Stokes
Abraham Flexner
George E. Vincent
James H. Dillard
Frank E. Spaulding

July 1st, 1919

Dr. Frank P. Bachman,
Hotel Zinzendorf,
Winston-Salem, North Carolina

Dear Dr. Bachman:

I have your letter of June 28th, and it is possible that I might be able to join you on July 7th or 8th, or toward the end of that week. I am still working away on the Chapter on Negro Education for the Virginia Survey, and I have not yet completed it. I have an engagement at Hampton for the 10th, and at Tuskegee for the 16th and 17th. After I leave Tuskegee I shall be in South Carolina until July 26th, and could join you about that time.

I should be very glad to work with you in getting up further data regarding the County Training Schools. I might call your attention, however, to the fact that Dr. Dillard has a good deal of information which might be of value to you.

Hoping to see you before long, and with best wishes,

JD-W

Sincerely yours,
Jackson Davis

NC 245
file

GREENSBORO PUBLIC SCHOOLS
GREENSBORO, N. C.

FREDERICK ARCHER
SUPERINTENDENT

July
5th
1919.

Dr. Frank P. Bachman,
N. C. Educational Commission,
Raleigh, N. C.

Dear Dr. Bachman:

My office clerk and I can confidently state that we did not receive the teachers record cards which you are now requesting to have our teachers for last year to fill out. I regret this exceedingly as it will be a great deal of trouble or possibly impossible for you to have these filled out at this time, whereas I could have easily done so during the term. I am enclosing, therefore, a list of the names and addresses of teachers who were in the city schools here for the past session.

Trusting that they will respond readily to this request, I am

Very truly yours,

A/Y

Frederick Archer

DICTATED BUT NOT READ

PLEASE SUBMIT ALL BILLS IN TRIPLICATE

AC 245

file

GREENSBORO PUBLIC SCHOOLS
GREENSBORO, N. C.

FREDERICK ARCHER
SUPERINTENDENT

July
10th
1919.

Dr. Frank P. Bachman,
Raleigh, N. C.

Dear Dr. Bachman:

I sincerely trust that the general education board will approve of our plan of having a meeting of some selected citizens of our city at a very early date, and our introducing you to this group. Our Board of Education is heartily in favor of this, and several intelligent citizens to whom I have mentioned it in a conversational way approve it wholy. I should be glad to hear from you as to what time in the near future would be convenient for such a meeting.

Cordially yours,

A/Y

Frederick Archer

DICTATED BUT NOT READ

PLEASE SUBMIT ALL BILLS IN TRIPLICATE

2.

THE LANGREN HOTEL

NC 245

MISS LOIS F. PARLIER
PUBLIC STENOGRAPHER

RALEIGH, N. C. RECEIVED JUL 19 1919

ASHEVILLE, N. C.

July 12th, 1919.

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Flexner:-

I have about kept my schedule the last two weeks. The trip thus far has been both pleasant and profitable. I spent two days at the State Normal and Industrial College, Greensboro, one day at the Agricultural School,-Colored,- Greensboro, one day at the Slater State Normal School, and two days at the Appalachian Trainging School. In addition, I spent one day at Mooresville, one at Statesville, one at Hickory and Lenoir, and somewhat more than a day in the rural schools of Watauga County.

Watauga County, as you know, is a mountain county and the Appalachian Trainning School is located at Boone, the County seat. I visited some dozen mountain schools ranging from one to three teacher schools and was most agreeably surprised in what I found. While the schools are by no means good, these mountain people are by no means backward, they are good stock, intelligent and in the main, very prosperous. While the school buildings are of the usual country type, they are in the most part painted, some have patent desks, but the majority home-made desks, some of them the old long fashioned kind. The teaching was what one might expect with mostly untrained teachers.

The Appalachian Training School was also an agreeable surprise, the plant was far more extensive than I had expected. The school as it stands is the joint work of the Dougherty Bros., the two brothers have built themselves into this school, sawing the lumber, making the brick and practically erecting the school plant. It was evident at every hand that this school has done a splendid work in this mountain region. It is of high school grade and in this field offers a broader course than is commonly found in the state, emphasizing home economics for girls and manual work for boys. As an institution of general training, it is to be highly commended, but though it was established for the training of teachers, very little has been directly done to this end. The school proceeding more or less consciously on the theory that the best training for teaching that it might give was the high school course described above. From the point of view and attitude of the two Dougherty brothers I am convinced that it would not be at all difficult to make this school, under their management, a real normal school for rural teachers, for, as is the case in almost every place I go in North Carolina, the Dougherty brothers wereanxious to do the right thing and wanting help.

As you will see, I am at Asheville on my way to Cullowhee, will remain there until Wednesday, going thence to Chapel Hill, spending the latter part of the week with Walker and Brogden.

I hope that you had a pleasant trip and that things are going well in the office. With warm regards, I am

Very truly yours,

Frank P. Bachman

NC245

...ard
...ident
...ner Secretary
...age Assistant Secretary
G. Myers Treasurer
L. M. Dashiell Assistant Treasurer

General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902

61 BROADWAY
NEW YORK

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Anson Phelps Stokes
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July 15, 1919

Dr. Frank P. Bachman
Hotel Yarborough
Raleigh, North Carolina

Dear Bachman:

Thank you for your interesting letter of the twelfth. I am particularly enlightened by what you have to say of the Boone Training School, of which I knew nothing. I am delighted that you find a coöperative and progressive spirit everywhere. We ought really to be able to accomplish a good deal if we are thus assisted.

I hope the weather is not too severe.

Always sincerely,

A. F.

AF/ESB

All correspondence regarding the business of the Board should be addressed "General Education Board, 61 Broadway, New York City."

Supt. Blair of Wilmington

The University of North Carolina
Chapel Hill, N. C.

File NC 245

THE SUMMER SCHOOL

N. W. WALKER, DIRECTOR
MISS LOUISE COFFEY, SECRETARY

THIRTY-SECOND SESSION
JUNE 24-AUGUST 8, 1919.

July 17, 1919.
Rec'd July 19

Mr Frank P Bachman
Raleigh.

Dear Mr Bachman.

I have just received from the Office of the Commissioner in Raleigh a Supt's Report Card. I did not realize until I filled it out that I have been continuously in School work in North Carolina for thirty three years. (and six Wilmington for twenty years. I have just heard that you were in Chapel Hill yesterday. If you should come again, please let me know if you can, for I should like so much to see you again. I was in Raleigh last Thursday attending a meeting of the Building Commission. The matter of the Elizabeth City school building has never come up.

All of our enquiries as much as we wish to hide to tell us to look enough to put me the address of Mr Dettrick as I should like to communicate with him in regard to our High School building.

John D. Blair

ARCHIVAL COPY

July 19, 1919

Mr. John J. Blair
Superintendent of Schools
Wilmington, N. C.

My dear Mr. Blair:

I am equally sorry that I did not meet up with you at Chapel Hill, but while there I was very busy -- indeed failing to keep an appointment with Mr. Knight. I assure you that I enjoyed my visit to Wilmington and have never ceased talking about it to the other men of the state whom I have since met.

I am glad to know that the Elizabeth City building is up before the commission, and I am still more glad that you are on this commission. Will you also keep your eyes open when the matter of buildings for Boone and Cullowhee comes up? You can certainly do a very great service through your place on this building commission.

Mr. Ittner's full name and address is as follows:

William B. Ittner, School Architect
Board of Education
St. Louis, Missouri

Wishing you every success and hoping to see you some time this fall, I remain

Sincerely yours,

PPB:P

ARCHIVAL COPY

Raleigh, N. C.

July 19, 1919

Dr. Abraham Flexner
General Education Board
61 Broadway
New York City

Dear Dr. Flexner:

I find to-day on Mr. Newbold's desk a copy of the Delaware report, with the new school law. I have already made some suggestions about sending this out to the citizens of North Carolina. If Miss Neiland has not already done so, I think it would be worth while to send copies of this publication to the members of the State Board of Education, Department of Public Instruction, Board of Examiners and Institute Conductors, to North Carolina educational journals, Teachers' Assembly, Superintendents of Graded Schools, and County Superintendents. I am sending you a directory, with these headings checked.

Very sincerely yours,

FPB:T

Enclosure

COPY

(Original in Virginia Survey folder)

NC245

THE UNIVERSITY OF MINNESOTA
COLLEGE OF EDUCATION
MINNEAPOLIS

July 19, 1919

Dr. Frank P Bachman
General Education Board
61 Broadway
New York City

My dear Dr. Bachman:

Your letter of June 26th addressed to me at the National Research Council came to my hands just as I was leaving Washington for the Northwest; and I have been unable to reply to it until this time, Your suggestion that I reserve my own time for the last half of next year does not fit in exactly with the University program as now reorganized. The University of Minnesota, beginning with this October, goes on the four-quarter system which means that our first quarter closes just prior to the Christmas Holidays and the third quarter begins about April 7th. It would be necessary for me to secure leave of absence for either the second or third quarters. My suggestion would be that I should devote the second quarter beginning January 2nd to the North Carolina work, or as this is probably insufficient time, I could doubtless complete the statistical work and writing the report during the summer quarter beginning about June 17th, This would enable me to have the fall and spring quarters at the University of Minnesota - a program which I think would be approved by Dean Coffman and President Burton.

This arrangement, as you will observe, will not enable me to utilize my free periods and I should be under the necessity of foregoing my university salary during the time I spent on the North Carolina Survey. Increased expense incident thereto would doubtless mean financial loss to me in undertaking the North Carolina work if I engaged in it on the basis of $500 per month as in the Virginia Survey. This matter which is not determinate in my decision I pass on to you for what it is worth.

In Dr. Flexner's correspondence with me he suggested the advisability of utilizing certain members of my Virginia Staff and I took up with them the question of assisting. Both Dr. Breed of the University of Chicago and Mr Hudelson of Teachers College expressed their willingness to join in the work and I feel it proper to give them any information available regarding their probable need. Will you kindly inform me if you care to have them reserve their time for your work? Breed was my general assistant in managing the testing and scoring and Hudelson was field worker on High school problems.

Thanking you for your courtesy in connection with this matter
I am

Very truly yours,

(Signed) M. E. Haggerty

P. S. Following instructions from Dr. Flexner, I asked our Virginia printers to hold the type on our tests. I am informed by them that they will be glad to do this until you make final decision regarding what materials you care to use.

COPY

July 21, 1919

Professor M. E. Haggerty
The University of Minnesota
College of Education
Minneapolis, Minnesota

Dear Professor Haggerty:

In Dr. Bachman's absence in North Carolina yours of the nineteenth to him was handed to me. It seems to me that your suggestion that you devote the second or third quarter to the North Carolina work is satisfactory, though I would prefer Dr. Bachman to pass on it .

I can assure you, however, that you need have no concern on the score of salary. We shall see to it that you are properly remunerated.

As to Dr. Breed and Mr. Hudelson I prefer to get Dr. Bachman's opinion before replying.

I am forwarding your note and a copy of my reply to Bachman and asking that he write you direct.

With much appreciation,

Very sincerely yours,

(Signed) Abraham Flexner

AF/ESB

COPY

Raleigh, N. C.
July 23, 1919

Dr. M. E. Haggerty
College of Education
University of Minnesota
Minneapolis, Minn.

My dear Dr. Haggerty:

Your letter dated July the 19th, has been forwarded to me here.

The best time for you to reserve for us will be the second quarter, and I hope it may be possible for you to make such arrangements with President Burton and Dean Coffman as will enable you to give us this time . In fact this is the only time at which the work can be done. I am sure you will find the school men of North Carolina anxious to co-operate with you in every way, and that you will find the work here very interesting indeed.

Both Dr. Flexner and I are of the opinion that, with the assistance you can easily procure here and the assistance that we can give you from our office, it will not be necessary to engage either Dr. Breed or Mr. Hudelson. It might be well for you to inform them of our decision at your convenience, I hope that this arrangement will in no way inconvenience them, for it certainly would have been a pleasure to have their assistance.

I am looking forward with a great deal of pleasure to your co-operation with us in the North Carolina Survey.

With best wishes, I remain

Sincerely yours,

FPB:T

NC245

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July 19, 1919

RECEIVED JUL 25 1919 ANSWERED

Dr. Abraham Flexner
General Education Board
New York, N. Y.

Dear Dr. Flexner:

This last week I visited the training school at Cullowhee, the summer school at Chapel Hill, and the summer school at the State Agricultural College in Raleigh. Of the state schools, exclusive of the county summer schools, there remains only Greenville to visit, where I go next week. My study of the teacher training schools of the state thus far is bringing clearly to mind several important questions with regard to the work of these schools. I shall write you about these after I have visited Greenville.

Some weeks ago, you will probably remember, I wrote you about what seemed to me a very great need of having a division in the state department of education to supervise the building programs of communities, help them provide proper plans, and supervise the construction of school buildings. At that time I presented the point of view merely as one for reflection, and as a possible recommendation for our report. Further work in the field has

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emphasized the need of such a division in the state department of education, but has changed my thought as regards the time of inaugurating such a division. The situation in general is this: Owing to the war and war conditions, very little building has been done in the state during the last three years. With the close of the war, school men almost everywhere are projecting building programs. Indeed, this is true to such an extent that I have come to feel that the next eighteen months are probably more significant so far as public school buildings are concerned than any other eighteen months within the next decade. In a word, if the new buildings to be erected in the state within the next eighteen months are to be the best possible, it seems imperative that there should be some one in the field to give communities and local boards the kind of building aid suggested above.

Of course, there is no state money available for any such work, and as yet I have not had opportunity to talk over this immediate need with Superintendent Brooks, he being out of the state at the present time. I am, however, writing a letter to him, and expect to get in touch with him

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this coming week. If Superintendent Brooks feels about the matter as I do, I cannot help but feel that the General Education Board would do a very great service if it could provide, at least temporarily, for the establishment of such a division in the state department of education here. After talking over the matter with Mr. Brooks, I shall write you at once what his best judgment is.

With kindest regards and best wishes, I remain

Sincerely yours,

Frank P. Bachman

FPB:T

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July 19, 1919

GENERAL EDUCATION BOARD
RECEIVED
JUL 21 1919
ANSWERED

Dr. Abraham Flexner
General Education Board
New York, N. Y.

Dear Dr. Flexner:

My field work has convinced me of the commanding position in the state of the State University. Indeed, the history of the University of North Carolina is almost a history of the state itself, and in the field of public education at the present time leadership is clearly in the hands of the State University. When I say this I in no way intend to reflect on the very great service done in the past and now being done by private institutions. I merely want to make clear the strategic importance in the educational progress of the state of the department of education at Chapel Hill.

While at Chapel Hill I went over the work and the needs of this department with those concerned, particularly with Mr. Walker, and it is with regard to Mr. Walker's work that I more especially want to write.

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Under the old law, Mr. Walker's work was very largely limited to the mere inspection of schools that were asking for direct state aid. While he indirectly had to do with all high schools, his responsibility with reference to others than those asking and receiving state aid was only nominal. Under the amendments to the school code of 1919, the state department of education comes into direct contact with all schools of the state giving high school instruction, which doubles, and probably trebles, the field of the state high school supervisor.

On the other hand, the work in secondary education at the State University is now carried on by Dr. Williams, who also gives work in administration, thus covering two fields. High school teacher training is assuming such proportions that there is a growing need at Chapel Hill of a full time teacher in secondary education. Similarly, the work in administration has so developed that it might now well claim the full time of one man, along with such field work as he could do in co-operation particularly with city superintendents in studying their

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schools and solving their problems.

It would thus seem that the high school work of the state might and probably ought to be divided. That having to do with the interests of the state department of education should probably be centered at Raleigh, claiming the full time of one man; and the preparation of high school teachers and high school field work should probably be centered at Chapel Hill, claiming the full time of one man.

Mr. Walker is in hearty agreement with the above conclusions. Action with regard to these matters is, of course, not immediately imperative, and I am writing simply to inform you of my impressions of the situation.

Sincerely yours,

Frank P. Bachman

FPB:T

All correspondence regarding the business of the Board should be addressed "General Education Board, 61 Broadway, New York City."

July 21, 1919

Dr. Frank P. Bachman
Hotel Yarborough
Raleigh, North Carolina

Dear Bachman:

Thank you very much for your two letters of the nineteenth. Dr. Buttrick and I have been pondering over Mr. Walker's situation and your first impressions bear out our tentative conclusions. However, I think it better not to express any judgment to Mr. Walker or Mr. Brooks until we three have had a chance to agree on a conclusion.

In the matter of supervision of school building, I think it would not be wise for you to suggest to Brooks that he make a request of us. That would undoubtedly in his mind tend to commit us to it and I have no idea as to how the Board would react to it. My impression is that they might not take kindly to it, since it would start up a new type of cooperation which would have to be carried out in all the Southern States in succession. As a matter of fact, we have authorized the employment of an assistant to Mr. Newbold to look after the Rosenwald buildings and we are waiting to see whether that is going to have echoes in the other states. There is no objection to your talking the problem over with Mr. Brooks, but be chary of suggestions involving the Board.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

July 19, 1919

Hon. E. C. Brooks
Superintendent of Public Instruction
Raleigh, N. C.

My dear Brooks:

When in Raleigh around the first of June, you will call to mind that we talked over the great need in the state of someone in your department to pass on the building programs of communities, to help prepare plans for school buildings, and to supervise their construction.

At that time I presented the point of view to you merely as something to think about in reference to our survey and a possible recommendation. Additional weeks in the field have gradually made clear to me this point: On the whole, under war conditions, there has been little building in the state, but with the close of the war and the signing of peace almost everywhere men are thinking about buildings; for example, to enumerate a few, Monroe, Lexington, Mooresville, Oxford, etc. Accordingly, the impression has been slowly growing in my mind that the next eighteen months are crucial in the building program of the state -- more important, probably, than any eighteen months within the next decade. This presses home the importance of doing what can now be done to secure the best possible buildings at this time for the state.

In a word, I have come to feel -- and I have talked the matter over with both Walker and Newbold -- that, if possible, a man such as suggested above ought to be put into your office at once.

I wanted very much to talke over this whole matter with you while in Raleigh this time, but find that you will not be in the office until Monday -- hence, this letter. I know that even if you agree with me upon the foregoing need, the question of funds will necessarily arise. If, however, you agree, I would be willing to go with you and present the matter to Dr. Flexner. I shall be in the extreme eastern part of the state next week, and will keep Miss Thornblum informed of where I am, so that possibly we can get into communication with each other, and possibly arrange to meet Dr. Flexner in New York, say, Wednesday, the 30th. Let me know what you think is best. Of course, I shall be guided in the whole matter by your judgment.

With kindest regards and best wishes, I remain

Sincerely yours,

FPB:T

Or C 245

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July 21, 1919

Dr. Frank P. Bachman
Hotel Yarborough
Raleigh, North Carolina

Dear Bachman:

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Very sincerely yours,

Abraham Flexner

AF/ESB

P.S. Since dictating the above, the enclosed has come. Won't you please return it? I think it shows that Walker on returning to the university spoke of the subject of your discussion and that it has already had consequences. It is a mistake to stir up matters of this sort prematurely. On the other hand, it may be that I am mistaken and that the subject has been under discussion quite apart from your talk with Walker, but we must be wary.

A.F.

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Raleigh, N. C.

July 23, 1919

Dr. Abraham Flexner
General Education Board
New York, N. Y.

Dear Dr. Flexner:

I have now visited all the teacher training schools of the state, both colored and white, with the exception of the Indian School, which is scarcely to be classified as a training school. From these visits I have gained two or three clear impressions.

Excluding Chapel Hill and the conditions there, which I described in a previous letter, there seem to have been at least two factors which have determined thus far the work in all the other schools, both white and colored, with the exception of the school at Greenville. These two factors are as follows: In the first place, these so-called training schools were established by the legislature under local pressure for an educational institution in a given locality. While in each instance the plea for a new school was made on the ground of the need of profes-

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sionally trained teachers, those who were active in securing the establishment of such schools, and particularly the folks back at home, were more interested in the general service which such a school could perform in the given locality than in the problem of training teachers. Accordingly, there has always existed a strong local pressure to make these schools general educational institutions rather than schools for the specific training of teachers.

In the second place, the very great need of general education in this state has so acted upon those responsible for the management of these training schools that they have operated on the theory, in the main, that the best training for teachers was to give them either a straight college course or a straight high school course, varying with the grade of the school, with a little professional training tacked on. I am not at all sure but that these schools have, on the whole, when thus operated done their very greatest service under the conditions.

Nevertheless, it is now not unfair to say that, with the exception of Greenville, there is really no

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Abraham Flexner
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E. C. Sage
Assistant Secretary

L. G. Myers
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General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902

61 BROADWAY
NEW YORK

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teacher training school in the state, though the state is operating three so-called teacher training schools for colored people and three for white. The time, however, I believe, is at hand when all these schools can be made essentially teacher training schools, and to bring this about will be part of the work of our survey. In particular instances there may be some difficulties involved in this change of policy and program, but in most part I am inclined to feel that the principals of these schools are themselves convinced that the time is opportune for such a change.

With warm regards and best wishes, I remain

Sincerely yours,

Frank P. Bachman

FPB:T

All correspondence regarding the business of the Board should be addressed "General Education Board, 61 Broadway, New York City."

A C File 245

July 23, 1919

Mr. Jackson Davis
702 Chamber of Commerce Building
Richmond, Virginia

Dear Davis:

I find that I can get out of the state on Thursday, and this will leave me a couple of days to get my scattered thoughts together for two lectures at Delaware College, Newark. Therefore I am writing you somewhat at length at Richmond.

Under another cover I am sending you the blueprints for a county training school at Shelby. You will also find enclosed with them some brief notes on the plan. The general program for Shelby is somewhat as follows: The community has raised $3800, and the Rosenwald people have promised $1200, making a total for this building of $5000, which, with the present cost of building, seems to me and to Newbold an almost impossible sum for the erection of a building of this size at this time.

I am sending you this plan because of your interest in the county training schools, and because it raises a problem which, it seems to me, the General Education Board, if it is really to go into the county

training school work, should consider carefully. My thought is this: If we are to foster these county training schools, the buildings which house them, while they should not be expensive, should, I believe, be complete and reasonably well equipped. They ought not to be mere buildings, as at least sometimes is the case. In a word, keeping to the building side only, where a community is making a large sacrifice, as I am informed is the case at Shelby, and when all other outside aid has been procured, such as the Rosenwald aid in this instance, ought not the General Education Board, in view of its policy of assisting county training schools, step in and provide the needed funds for an adequate building and adequate equipment? I shrink from having the name of the General Education Board connected with enterprises that are not carried on on the best possible level under the conditions, and raise the question whether, in the case of the Shelby training school, we ought not to come forward to help provide them with an appropriate building and equipment, or keep out altogether.

I wish you would con this problem, and probably we can get together early in the fall and thrash it out in detail. If you should agree with me with regard to the Shelby school, before the matter goes further than between us, might it not be advisable for you to make

a trip to Shelby and get all the facts clearly in mind, so that we can present the matter completely to Dr. Flexner and Dr. Buttrick?

I am indeed sorry that I cannot have the pleasure of visiting with you and your good wife at this time, but hope that at some time in the future circumstances will permit of this pleasure.

With kindest regards and best wishes, I remain

Sincerely yours,

NC 245

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L. M. Dashiell
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General Education Board

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61 BROADWAY
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Charles P. Howland

Raleigh, N. C.
July 23, 1919

Dr. Abraham Flexner
General Education Board
New York, N. Y.

Dear Dr. Flexner:

Dr. Brooks and I went over this morning the need of a supervisor of buildings. We are agreed on the very great need of such supervision, and the immediate importance of such supervision. Indeed, the present conditions represent the second great building crisis in this state. The first covered the period from about 1900 to 1910, when the state department exercised at most very little direction, with the result that the school buildings of the state, from the architectural point of view, are by no means what they might well have been. The second building crisis is now on, and it is beyond belief that full advantage will not be taken of the present opportunity to give the state the very best possible public school buildings that the funds at hand can procure.

To this end, Mr. Brooks is planning to send out at once to all the city and county superintendents, and to city and county boards, a letter calling attention to the

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very great necessity of planning wisely at this time. He has also decided that in the district meetings of the county superintendents this fall the question of school facilities -- including adequate playgrounds, athletic fields, properly planned buildings, appropriate sanitary and educational equipment -- should be made the central theme. A similar program is to be arranged for the superintendents' section of the State Teachers' Assembly, which meets at Thanksgiving.

It would probably take $10,000 a year for the next two years to provide the needed building supervision. There are at the present time no funds available for this purpose. Mr. Brooks' first plan is to see if some of the wealthy citizens of the state who are interested in the public schools will not come forward with the needed funds. If he is unsuccessful in this endeavor, he will probably call the members of his office together for brief instruction in modern school planning, and then keep them on this task in the field until the crisis is past. Hence, Mr. Brooks is not at all likely at this time to call on the

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NEW YORK

General Education Board for assistance. I want, however, to talk over this matter with you, for it may finally be necessary for Mr. Brooks to appeal to us for aid.

With very best wishes, I remain

Sincerely yours,

Frank P. Bachman

FPB:T

All correspondence regarding the business of the Board should be addressed "General Education Board, 61 Broadway, New York City."

NC 245

Raleigh, N. C.
July 23, 1919

Dr. Abraham Flexner
General Education Board
New York, N. Y.

Dear Dr. Flexner:

Miss Thornblum will leave for home next Monday, her early start being due to the necessity of re-locating herself and mother by the first of August. Shaw will be coming along the latter part of next week.

Up to date we have gotten together in most part all the general data that are available and that we shall need, including the data on teacher preparation. The getting of this information has been a time-consuming task, four different requests having been sent out. In the end we shall have data from approximately ninety per cent. of the white and colored teachers, which is about as large a proportion as we could expect. We have also gotten together such reference material as is needed. It will be necessary for someone to return to Raleigh probably the first of the year to tabulate

NC245

July 30, 1919

Mr. C. C. Wright
County Superintendent of Schools
Wilkesboro, N. C.

My dear Mr. Wright:

Enclosed you will find copies of the photographs which I took in your county, with the exception of the building at Wilkesboro. In some way or other that print did not come out well. You will readily recognize the others.

I have just returned from North Carolina, having spent a month in the normal and summer schools. I have now visited all the white and colored schools for the training of teachers -- in fact, all training schools except the one for Indians, which I expect to visit next fall. I have also visited the schools of twenty-eight of the towns of North Carolina with a population of 3,000 or over, leaving me seven or eight yet to visit. Owing to a little side job in New York I shall probably not return to North Carolina until the first of October, and then we will complete our field work I hope at least by Christmas time. In the meantime, I thipk it might be well for the commission to get together some time in the fall to review some of the things that we have done.

With kindest regards and best wishes, I remain

Very sincerely yours,

FPB:T

(July 1919)

NC 245

Memorandum for Mr. Harris — Ivy Lee, 61 Broadway

The General Education Board is conducting a survey of the schools of North Carolina at the invitation of a State Commission, appointed by the Governor at the instance of the State Legislature.

The distinctive feature of this survey will be the use of "standardized tests" of classroom work in the rural schools. For this purpose the Board has made a special appropriation of $7,500. The work will be conducted by Professor M. H. Haggerty of the University of Minnesota, who will employ the tests which have been used in a similar survey of rural education in the state of Virginia, just completed under the direction of Professor Alexander Inglis of Harvard University. These tests in the fundamental school subjects - spelling, arithmetic, composition and reading - have already been widely used in city school systems, but they have never been applied on a large scale in rural schools. As the result of the work in Virginia and North Carolina we shall know how children who attend rural schools compare with children who attend city schools in respect to their mastery of the fundamental tools of knowledge.

Abraham Flexner

"Hold" - A.F.

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Assistant Treasurer

General Education Board

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JACKSON DAVIS, GENERAL FIELD AGENT
702 CHAMBER OF COMMERCE BUILDING
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July 31st, 1919

Dr. Frank P. Bachman,
61 Broadway,
New York City

Dear Dr. Bachman:

Mrs. Davis and I were very sorry you could not stop over for a visit on your way North. I found your letter when I got back from South Carolina and I have delayed replying until I could get off my chapter on Negro Education to Dr. Inglis.

I have been very much interested in the points you raise in regard to the Shelby County Training School. The plan is, I think, identical with the training schools already built in Lowndes and Pickens Counties, Alabama, and they are very satisfactory. ✓

I wish to say a word about windows apropos of your notes. Unilateral lighting is best for lighting, but not for ventilation. Schools in the lower South running for a session of eight or nine months would be in session during some very hot weather, and unless some method of cross ventilation can be provided, there will not be the proper circulation of air. You will notice this in a

crowded school room on a close, hot day. It seems to me that it is a good plan to provide windows on two sides and adjust the light by means of the proper shades.

Now, as to the inadequate funds for building. This is a well nigh universal difficulty with both white and colored schools. As soon as a good building is erected children flock to it and soon it is overcrowded. Nearly all the County Training Schools need larger buildings than they now have. This is also my general observation in regard to rural high schools for white children. Perhaps in the case of the County Training Schools, where aid is given from the Rosenwald Fund, in some cases where the people have done their best and still have not sufficient funds, the Rosenwald Fund might increase its contribution. In helping with the erection of buildings, the General Education Board would be invading somewhat the field of the Rosenwald Fund. The Board has been giving aid for teachers' homes, dormitories, and equipment, which makes possible a wider and more effective use of the school building. I am confident that the best assistance our Board gives to the County Training Schools is in bringing teachers together at Hampton for special training at the Summer School. Our

expenditures for all of these purposes now amount to over $70,000.00 a year, and were we to undertake to aid in school building, it would of course, mean a very much larger sum.

I shall make an effort to visit the Shelby County School and look forward with pleasure to talking over all these matters with you. Do you wish me to return the plans, and if so, to what address?

With best wishes,

Cordially yours,

Jackson Davis

JD-W

Of course we might aid fewer schools and do more for them but it would be very hard to draw the line and what out schools that would make great improvement with a little encouragement. I am open to conviction on this point.

J.D.

NC245

C. C. Wright
County Superintendent of Schools
Hunting Creek, N. C.

GENERAL EDUCATION BOARD
RECEIVED
AUG 11 1919
ANSWERED

Board of Education:
C. F. Fields, Elkin, N. C.
R. A. Proffit, Goshen, N. C.
J. S. Kilby, Hays, N. C.

August 8, 1919.

Mr. Frank P. Bachman,

New York City.

Dear Mr. Bachman:

Replying to your favor of a recent date will say that I was pleased to again hear from you and to learn that all went well with you and the work. I was glad to have the pictures, they were pleasant reminders of the tour by "Ford" of parts of the "State of Wilkes."

I think your suggestion as to a meeting of the Educational Commission some time in the autumn a good one. In case such meeting should be held I should want you to be present and let us have the benefit of your observations throughout the State.

When you come again I trust that it may be convenient to have you with us once more, and that we see more of the big hills of this section.

Trusting that all goes well with you and the work and with kindest regards, I am,

Very truly yours,

C. C. Wright.

FPB:T

NC245

September 3, 1919

Mr. C. C. Wright
County Superintendent of Schools
Hunting Creek, N. C.

Dear Superintendent Wright:

It will probably be toward the middle of October before I get back to North Carolina, having been shunted off that work to clean up a little job in Tarrytown, New York. The prospective meeting of the commission might then be held about the first of November, if the various members should feel that that was an appropriate time.

With kindest regards and best wishes, I remain

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC 245

GREENSBORO PUBLIC SCHOOLS
GREENSBORO, N. C.

FREDERICK ARCHER
SUPERINTENDENT

August
21st
1 9 1 9.

GENERAL EDUCATION BOARD
RECEIVED
AUG
1919
ANSWERED

Dr. Frank P. Bachman,
Raleigh, N. C.

Dear Dr. Bachman:

One of your suggestions, you will recall, was to the effect that I secure, if possible, Dr. Frank McMurray for a sort of normal training period with our teachers. I have at last succeeded in getting in touch with Dr. McMurray only to learn though he is interested in the proposition from an academic point of view and appreciates the cordial invitation but other demands make it impossible for him to include this task in his program for the coming year. I am writing for your opinion as to just what other man would best do this kind of work for us. I have in mind Dr. Strayer. I will appreciate a letter from you and would, if you would care for me to do so, treat whatever you would say as confidential.

Cordially yours,

A/Y

Frederick Archer

DICTATED BUT
NOT READ

PLEASE SUBMIT ALL BILLS IN TRIPLICATE

September 2, 1919

Superintendent Frederick Archer
Greensboro Public Schools
Greensboro, N. C.

Dear Mr. Archer:

I am sorry that you were unable to get Dr. McMurry for the work that you have in mind. Strayer, while one of the best men in the world, would not do for this particular work. As I understand it, what you want is guidance and helpfulness in classroom work. Strayer's interest and power lie in the field of administration. Why not try Dr. Charles McMurry of Peabody? If I can give you any further assistance, command me.

Give my best wishes to Mrs. Archer.

With kindest regards, I remain

Sincerely yours,

FRANK P. BACHMAN

FPB:T

C. A. WYCHE, CHAIRMAN J. L. PATTERSON, SECRETARY A. L. CLARK, TREASURER

BOARD OF SCHOOL TRUSTEES OF ROANOKE RAPIDS

~~ROANOKE RAPIDS, N. C.~~

NC245

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L. S. CANNON
J. B. BOYD
W. D. TILLERY
LOUIS GRIMMER
R. W. BROWN

Roanoke Rapids, N. C.
August 23, 1919.

GENERAL EDUCATION BOARD
RECEIVED
AUG
26
1919
ANSWERED

Dr. Frank P. Bachman,
Raleigh, N. C.

Dear Dr. Bachman:

You will remember me as Principal of the Jamestown High School when you visited that institution some few months ago. More recently I have become Superintnedent of the Roanoke Rapids Public Schools in Halifax County. I presume that you are acquainted with Superintendent Akers of the county schools. Now the purpose of this letter is to extend to you an urgent invitation to visit this county and particularly the Roanoke Rapids Schools. We shall begin work September 8 and any time after that date, we shall be glad to have you here for an entire day. I think you can find in the school situation here, something different from the conditions elsewhere in North Carolina. This is an industrial community. It is new and is growing rapidly. I came here because I saw the wonderful opportunities in the situation, and ~~had~~ would rather have you come and give a little direction to my efforts than anyone else I can think of. So far as I know, no one has yet worked out just the kind of school for an industrial community of this type. We shall be working away on this proposition here and we shall need the assistance of the experts during the next twelve months. The Board of Trustees will erect a new High School building to cost at least $200,000. They want this building to be thoroughly modern in every particular and your suggestions in regard to the building will be worth a great deal to us. Come down to see us sometime after September 15.

Very truly yours,

E. J. Coltrane
Superintendent.

EJC/C

NC-245

September 2, 1919

Mr. Jackson Davis
702 Chamber of Commerce Building
Richmond, Virginia

Dear Davis:

I thank you for your letter of July 31st. I wish you would be kind enough to return to Mr. Newbold the plan which I sent you.

I certainly want to talk over with you the matter of county training schools some time this fall before I return to North Carolina, which will probably be about the beginning of the second week of October. Perhaps you will be in New York in the meantime; if not, I want to make an appointment with you at Richmond as I go south. I understand, of course, that I am new in this southern work -- probably all the better as I approach things from a different point of view than those who have long been engaged in this great work. Hence, if my suggestions at times seem out of place it is due to my rawness.

I was indeed sorry not to have an opportunity of enjoying your and Mrs. Davis's hospitality, but hope I may have that pleasure at some future time.

With kindest regards and best wishes, I remain

Sincerely yours,

FPB:T

FRANK P. BACHMAN

NC-245

September 3, 1919

Mr. N. C. Newbold
State Department of Public Instruction
Raleigh, N. C.

Dear Newbold:

I am enclosing copy of a letter which I received from Mr. Jackson Davis in reply to my letter to him in reference to the Shelby Training School for Teachers. You will see from his letter that we are by no means in agreement on what a county training school should be. Therefore, I have asked him to return to you the blueprint which I sent him, and it will probably be just as well for you and Mr. Griffin to go forward as best you can at the present time, for I see that it will take considerable missionary work before my own ideas prevail, if they ever prevail.

With kindest regards and best wishes, I remain

Sincerely yours,

FRANK P. BACHMAN

FPB:T

Enclosure

Superintendent of Public Instruction
State of North Carolina
Raleigh
E. C. BROOKS, SUPERINTENDENT

DEPARTMENT OF RURAL ELEMENTARY SCHOOLS
L. C. BROGDEN
N. C. NEWBOLD
STATE AGENTS

ROSENWALD SCHOOL BUILDING FUND
T. B. ATTMORE, STATE AGENT
STONEWALL, N. C.

GENERAL EDUCATION BOARD
SEP
1919
ANSWERED
NC245

Sept. 5, 1919.

Dr. Frank P. Bachman,
61 Broadway, New York.

Dear Mr. Bachman:-

Thank you very much for your letter of Sept. 3rd. For the present I am sure we shall have to be content if we can secure school buildings somewhat better than those we have had. It will do no harm for you to insist and keep on insisting that improvements be made.

When are you coming back to North Carolina? We have missed you very much.

With good wishes, I am

Very truly yours,

N. C. Newbold

STATE AGENT RURAL SCHOOLS.

September 15, 1919

Mr. N. C. Newbold
State Department of Public Instruction
Raleigh, N. C.

Dear Newbold:

I am in receipt of a letter from Mr. Jackson Davis, stating that you all have been over to Shelby. When you get the best you can under the conditions, the thing to do then is go ahead and smile. I am glad you feel that my insisting on improvements will at least do no harm, and I am glad to say that it is doing more good than it was reasonable to expect.

I shall be back with you probably about the middle of October.

With best wishes,

Very sincerely yours,

FPB:T

FRANK P. BACHMAN

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E. C. Sage
Assistant Secretary

L. G. Myers
Treasurer

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Assistant Treasurer

General Education Board

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JACKSON DAVIS, GENERAL FIELD AGENT
702 CHAMBER OF COMMERCE BUILDING
RICHMOND, VA.

GENERAL EDUCATION BOARD
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SEP 11 1919
ANSWERED

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Frank E. Spaulding

M 6245

September 9, 1919

Dr. Frank P. Bachman,
General Education Board,
61 Broadway, New York City

My dear Dr. Bachman:-

On my return from a trip I find your letter of the 2nd. I would like very much to have a talk with you in regard to the County Training Schools and other matters in which we are both interested. I am sure that your studies will be very valuable to all of us because you have approached things very familiar to us from a different point of view.

Since I saw you I have been in North Carolina, spending one day at Winston-Salem during the Summer School. Dr. Atkins had got the Domestic Science teacher from the Greensboro Normal College to assist him in selecting equipment for the industrial building.

I also had a conference with the school people at Shelby with Mr. Newbold. They

Dr. Frank P. Bachman

appreciate our suggestions, but, after all, I think they are going to do what they made up their minds to do, that is, put up a small building now, which, while it is inadequate, will be a great improvement on what they have at present. Then they hope within the next two years, when they can issue bonds for the improvements needed in the white schools, to raise money enough to provide more completely for the needs of the colored school.

I left the plans with Superintendent Griffin.

Let me know when you pass through Richmond on your way back to North Carolina. If I should happen to be away I will get up with you in North Carolina. I look forward, however, to having you with me in Richmond.

With kindest regards,

Cordially yours,

Jackson Davis

JD-W

September 15, 1919

Mr. Jackson Davis
702 Chamber of Commerce Building
Richmond, Virginia

Dear Davis:

It will probably be about the middle of October before I go South again. Some days before I shall write you, with the hope that we may have a day together at Richmond. I know such conferences will be helpful to me.

I am particularly interested in the county training schools, feeling that they strike at a strategic point in the situation. Therefore, all that we can do to increase their efficiency is worth while. I have this morning a little note from President Smith, of Fayetteville, saying that they had received an appropriation of $300 from the city as part payment for the instruction of town children in their practice school, and also that they had applied to the county board for assistance and, while the county board was unable to make them an appropriation for this year, it would be glad to help them next year. This will help Mr. Smith out a little at least, and perhaps add somewhat to the efficiency of his school.

I was glad to learn that you had again been at Winston-Salem, and are helping Dr. Atkins with the equipment of his science building. Here, again, is a hopeful spot. I think any-

thing we can do for Dr. Atkins will not only be appreciated by him, but will yield excellent results.

With best wishes,

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

NC245

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

September 16,1919.

Miss Anna C. Thornblum,
C/o General Education Board,
61 Broadway, New York.

Dear Miss Thornblum:

In compliance with your letter of September 13th, we are sending you by mail today, one package of first requests to teachers for record card, and also a small package of partially filled out and completely filled out record cards, and your stamp "State Educational Commission, Raleigh, N.C."

With best wishes,

Very truly yours,

W. S. Pittman

Chief Clerk.

nc245

STATE OF NORTH CAROLINA

STATE EDUCATIONAL COMMISSION

ROBERT H. WRIGHT, CHAIRMAN
E. C. BROOKS, VICE CHAIRMAN
L. J. BELL, SECRETARY

ROBERT H. WRIGHT, GREENVILLE, N. C.
E. C. BROOKS, DURHAM, N. C.
L. J. BELL, ROCKINGHAM, N. C.
C. E. BREWER, RALEIGH, N. C.
C. C. WRIGHT, HUNTING CREEK, N. C.

GENERAL EDUCATION BOARD
RECEIVED
SEP 20 1919
ANSWERED

Greenville, N. C.,
September 18, 1919.

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.
My dear Bachman:

I have been in Raleigh and Chapel Hill for two days and find your letter, September 13, on my return. While at Chapel Hill I saw C. C. Wright of Wilkes and he told me that you had written him expressing a desire to have a meeting sometime in November. It will not be possible for him to meet before the 10th or 11th of November. If that date suits you, I will call a meeting for the 11th.

I am certainly pleased to learn that you and your family have had such a pleasant vacation. There have been so many things going on here this summer that it has been impossible for us to get off for more than two days at a time. We have had one two day trip and I am planning to take Saturday of this week for a week end visit to Mrs. Wright's mother, if the weather will permit, and that will constitute our vacation for this year, but we have kept well and have had a very satisfactory summer.

I have refused enough students to more than fill my dormitories.

With best wishes and kindest regards, I am

Yours cordially,

Robert H. Wright

Chairman

RHW/R

September 20, 1919

Mr. Robert H. Wright
East Carolina Training School
Greenville, North Carolina

My dear Wright:

I am glad to learn that you and your family are getting at least a little vacation. A little is better than none, but a good long annual vacation is much to be desired.

It is certainly too bad that you have not enough dormitories to take care of all the students applying for admission. In the words of Lincoln, this lack of normal school facilities suggests a "rate hole to look into."

An early fall meeting of the commission, I think, is desirable, but I am inclined to feel that we had better not fix the date at this time. This could be done better two or three weeks before the time of the meeting.

I shall be back in North Carolina at least within the next two weeks, and will take up the rural school work at once, though I still have a few of the larger towns to visit.

With kindest regards and best wishes, I remain

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

NC245

September 13, 1919

Mr. Robert H. Wright
East Carolina Training School
Greenville, N. C.

My dear Wright:

I am in receipt of the Training School Quarterly, for which I thank you very much indeed.

I think I told you when last at Greenville that we had a little job up in Tarrytown that would keep us busy until early in October, and that we would therefore not be back on the North Carolina job until about the middle of October. I think it might be well about the first of November to get the commission together and let me report what I have done up to that time.

My family and I had a most pleasant and restful time at Long Lake for a month. I trust that you and your family have had a good vacation, and that you are rested for the work of the new year.

With kindest regards and best wishes, I remain

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

NC 245

October 10, 1919

Hon. E. C. Brooks
State Superintendent of Public Instruction
Raleigh, North Carolina

My dear Mr. Brooks:

I am starting Sunday afternoon for the sunny land of the South. It was my original intention to come direct to Raleigh, that I might see you and talk over the general situation before getting out in the field again, but I find that I shall have to return north by the 10th of November, and am very anxious to dispose of the mountain counties before the winter sets in. I am therefore going direct to Morganton, as the tentative schedule I am sending you will show. I hope that our pathways will cross very soon, so that we may have a little talk and a good visit.

With kindest regards and best wishes, I remain

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

NC245

October 10, 1919

Mr. Robert H. Wright
East Carolina Training School
Greenville, N. C.

My dear Wright:

I am leaving Sunday afternoon for North Carolina. I find, however, that I shall have to return north by November the 10th, and probably will not get back into the field again before the first of December. I therefore feel it imperative to get the work in the mountain counties out of the way, and am going directly to Morganton. I intend spending four weeks in that section of the state.

In view of the necessity of getting this work out of the way before winter sets in, I think it would be advisable for us to delay the meeting of the commission, probably until, say, the first of November.

With kindest regards and best wishes, I remain

Very sincerely yours,

FRANK B. BACHMAN

FPB:T

NC245

October 10, 1919

Mr. W. O. Griffith
County Superintendent of Schools
Windom, North Carolina

My dear Mr. Griffith:

I am doing the field work of the North Carolina state school survey, and hope to be in your county Thursday and Friday of next week. I shall probably telephone or telegraph you from Morganton when I shall arrive at Burnsville.

Looking forward to a pleasant visit in your county, I remain

Very truly yours,

FRANK P. BACHMAN

FPB:T

NC245

Charge to the account of General Education Board

CLASS OF SERVICE DESIRED	
Telegram	
Day Letter	
Night Message	
Night Letter	

Patrons should mark an X opposite the class of service desired; OTHERWISE THE MESSAGE WILL BE TRANSMITTED AS A FULL-RATE TELEGRAM

WESTERN UNION TELEGRAM

NEWCOMB CARLTON, PRESIDENT — GEORGE W. E. ATKINS, FIRST VICE-PRESIDENT

Receiver's No. C.O. 17

Check

Time Filed 12.30 P.M.

Send the following message, subject to the terms on back hereof, which are hereby agreed to

October 10, 1919

Mr. T. L. Sigmon
County Superintendent of Schools, Burke County
Morganton, North Carolina

The North Carolina survey is under way and I should like to visit your schools with you Monday and Tuesday of next week. I shall arrive from New York on the early morning train.

FRANK P. BACHMAN

NC 245

The University of Minnesota
College of Education
Minneapolis

GENERAL EDUCATION BOARD
RECEIVED
OCT 15 1919
ANSWER

October 11, 1919.

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York City, N.Y.

Dear Dr. Flexner:-

I have this morning the official letter granting me a leave of absence from the University of Minnesota for the second quarter of the academic year 1919-1920 for the purpose of engaging in the survey of the schools of North Carolina. I shall therefore, be free to undertake the North Carolina work at the first of the year.

On the basis of our previous correspondence may I suggest that my salary for the time be placed at six hundred dollars per month and expenses.

I am looking forward with great interest to the North Carolina work. Just now I am giving all the leisure I can obtain from my university work to preparing the second volume of the Virginia report.

With personal regards, I am

Cordially yours,

M. E. Haggerty

MEH.Z

NrC 245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

October 13, 1919.

Mr. Frank P. Bachman,
Morganton, N. C.

My dear Bachman:-

I have just received your letter October 10, and am writing to let you know that I will call a meeting of the Education Commission any time that suits your convenience. Please let me know when you want us to meet. I hope you will arrange to be in North Carolina during the State Teachers Assembly which meets in Raleigh during Thanksgiving.

We have had a splendid opening. With best wishes and kind regards, I am

Yours cordially,

Robert W. Wright

RHW/R President

COPY

(Original in Folder - Virginia Survey)

NC 245

October 20, 1919

Professor Alexander J. Inglis
Harvard University
Cambridge, Massachusetts

Dear Inglis:

I have just received from you the following telegram:

"Five hundred per month and expenses outside Richmond No expenses Richmond
No remuneration for services after field work
Recommend against Haggerty"

As I remember our interview in Richmond, you spoke well of Haggerty's work. This would appear to intimate that subsequent experience has led you to think otherwise. Won't you write me a full and confidential statement to New York? I shall of course treat it in the utmost confidence.

With much appreciation,

Sincerely yours,

(Signed) Abraham Flexner

AF/ESB

OV C 245

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

October 21, 1919.

Miss Anna C. Thornblum,
C/O General Education Board,
61 Broadway,
New York.

Dear Miss Thornblum:

I have at last succeeded in securing a list of the Jones County teachers for last year. I am inclosing it in this letter.

In cleaning out the desk of the members of the State Board of Examiners several days ago, we came across the partially filled out cards about which you wrote sometime ago. I turned these over to Julius and directed that he send them to you at once.

Very truly yours,

W. D. Pittman

Chief Clerk.

NC245

October 22, 9

Dr. Frank P. Bachman
Langdron Hotel
Asheville, N. C.

Dear Bachman:

I have just wired you that it won't be worth your while to make that long trip in order to meet me in Raleigh. I wanted to talk to you about two matters:

First, I have just had the following telegram from Inglis:

"Five hundred per month and expenses outside Richmond
No expenses Richmond No remuneration for services
after field work Recommend against Haggerty"

I have written Inglis asking what it means. I probably shall not get his reply until I get to New York and I will then let you know what it is.

Secondly, We have been giving some simple tests in Latin, algebra, arithmetic, English - all of the most elementary character - in the Negro colleges that we have examined. The results have been uniformly so appalling that, as a control, we have also turned aside and given them in a few white colleges and high schools with results that relatively are really just about as poor. This suggests to me the importance of doing the same things in the high schools of North Carolina and in the State University as a part of our survey when we come to do our testing later on. We could take this up for consideration when you come East to meet Mr. Bullard and Jackson Davis at Bowie and Dover. Arrange at

that time to have a day with me in New York, so that we can work the

thing out. I think we can make a contribution not only to the testing but also add a factor to our survey that will give North Carolina a stimulus where it is badly needed. Don't mention this or even hint it to anybody. It must be sprung in order to be efficient.

We have had a most interesting trip, indeed perhaps the most illuminating one we have ever made. I shall tell you more of it when we meet.

All join in warm regards and good wishes,

Sincerely yours,

Abraham Flexner

AF/RSB

COPY

(Original in Virginia Survey folder)

NC245

HARVARD UNIVERSITY
DIVISION OF EDUCATION

Cambridge, Massachusetts

Personal and Confidential--A. Flexner Oct. 24, 1919

Dr. Abraham Flexner
General Education Board
61 Broadway, New York, N.Y.

Dear Dr. Flexner:

For some time I have felt impelled to write to you concerning Haggerty and his work on the Virginia Survey. In fact I told Jackson Davis to suggest to you the desirability of getting in touch with me before you consummated any negotiations with Haggerty in connection with the North Carolina Survey -- this at the time of the meeting in Baltimore when Jackson Davis was to see you and just after I had spent nearly a week in trying to make Haggerty put his material for the general report into something like presentable form.

You will understand that I hesitated long before writing the last sentence of my telegram to you recommending against Haggerty for the North Carolina task. I finally did it in the expectation that you would ask for an explanation. It follows.

In my judgment Haggerty did one of the best pieces of testing that has been done when he carried on the tests in Virginia. His report on that work was due to be in my hands on July first. After repeated letters and telegrams I finally received a part of the material scheduled for the general report on August twentieth -- three days before I was due to make my report to the Education Commission -- and that material was presented in a totally impossible form. I at once telegraphed Haggerty to meet me in Richmond and he complied arriving there on Saturday and expecting to leave again on Sunday. I went over his material carefully with him and pointed out its weaknesses, all of which he recognized. He then went to work to revise his chapter and presented a somewhat better organization. However, it was still impossible and -- to make a long story short -- I kept him in Richmond for five days and four revisions were made. The final result was a chapter, very, very, far from being perfect, but at least something which might be presented in a general form. In my judgment the results are very poorly presented and the chapter which will be found in the printed report is a bitter disappointment to me.

Of course the time was short, but Haggerty knew what was to be done and undertook to do it. He was unhampered in any way and in my judgment attempted unjudiciously to do too much. In any event to date his report --, i.e., the chapter for the general report is very unsatisfactory. I hesitated a long while before releasing it at all, but I finally doctored up some of the weakest parts and sent it through. He is now working on the special report, i.e., for the special volume on tests and measurements, which may agreeably disappoint me and prove satisfactory , but to date his achievement has been very unsatisfactory.

COPY

HARVARD UNIVERSITY
DIVISION OF EDUCATION

A.F.--2

In connection with Haggerty's work two impressions are strong with me. The first is that Haggerty is very anxious to be identified with a big undertaking and is more concerned with personal prestige than he is with the proper accomplishment of what he undertakes. The second is that he can administer well the machinery of giving tests but does not seem to be able to organize and interpret the material when he gets it. In more than one instance he made statements about results in Virginia which were quite out of accord with the facts as shown by his figures. He certainly would have raised Merry Hell if I had let his report go out as he first presented it,

While I was rather severe on Haggerty in going over his report I believe that he felt the justice of my criticisms and we were on the most cordial relations throughout. You must understand that my criticisms were and are purely professional. There was no unpleasantness whatever in our relations. I regret greatly that I feel constrained to question his ability to do the job properly.

On the basis of Haggerty's work to date I cannot recommend him for the work in North Carolina. He is fine on testing, but,,as far as I can judge at present, he is very weak on interpreting and reporting the results.

I am hoping to be disappointed on his special report. There is no time limit there and I purpose to see to it that he makes a satisfactory report.

I wish that I did not feel in duty bound to make the suggestions of this letter.

With best wishes,

Very cordially yours,

(Signed) Alexander Inglis

COPY

October 31, 1919

Professor Alexander Inglis
Harvard University
Cambridge, Massachusetts

Dear Professor Inglis:

Returning to town I find yours of the 24th in reference to Professor Haggerty. I am a good deal disturbed by the situation in which I find myself. Acting on the impression rateived from you at Richmond that Haggerty's work was proceeding satisfactorily - as it evidently was at that time - I spoke with Haggerty, as you know, about doing a similar task for us in North Carolina. Your letter now shows me that it would probably be a mistake to go ahead with it. On the other hand, if I indicate to him that my mind has changed , he will doubtless wish to know the reason. I am wondering in that event what I would be free to say to him. I want to spare his feelings and also protect you. Perhaps you can suggest a way out of the quandary.

With much appreciation of your candor and helpfulness, I am

Sincerely yours,

(Signed) Abraham Flexner.

NC 245

245

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C. October 25,1919.

Miss Anna C. Thornblum,
61 Broadway,
New York.

Dear Madam:

In reply to your inquiry of October 22nd, I will say that there are only three counties in North Carolina maintaining public schools for children of Indian parentage - Robeson County has 31 such schools, Sampson 2, Scotland 3.

Very truly yours,

W. H. Pittman

Chief Clerk.

NC243

61 Broadway, New York

October 22, 1919

Mr. W. H. Pittman
State Department of Public Instruction
Raleigh, N. C.

My dear Mr. Pittman:

We want to get a list of the Indian teachers in North Carolina. Will you be good enough to let us know in which counties there are Indian teachers, so that we may write the county superintendents for a list of them? It may be that their names appear among the colored teachers on the lists we have, but we have no means of knowing.

We shall appreciate your help in this matter.

Sincerely yours,

A. C. THORNBLUM

N C 245

October 29, 1919

Mr. R. H. Latham
Superintendent of Schools
Winston-Salem, N. C.

My dear Mr. Latham:

On the majority of the record cards filled out by the teachers of Winston-Salem the line calling for the name of the certificates held has been left blank. Can you supply this information from your office? We enclose a list of the teachers in question, and if the name of the certificate held could be filled in opposite each teacher's name, the courtesy would be greatly appreciated.

Thanking you for any assistance you may give us in this matter, I am

Very sincerely yours,

JPB
T.

Local Director of School Survey

Enclosures (5 sheets)

NC245

THE UNIVERSITY OF NORTH CAROLINA
SCHOOL OF EDUCATION
CHAPEL HILL, N. C.

L. A. WILLIAMS, Ph D.
PROFESSOR OF SCHOOL ADMINISTRATION

10-30-1919.

Dr. Frank Bachman,

Raleigh, N.C.

Dear Dr. Bachman:

Under the direction of Dr. Branson, a group of students in education who are members of the North Carolina Club, have been asked to consider certain matters dealing with Public Education in North Carolina which might be of worth to the thinking which is going on in the State Reconstruction Commission. We are to make a tentative report before the North Carolina Club on November 10. I am very anxious for an opportunity to talk with you personally about this matter and I believe you could be of very great assistance to these young men if we could arrange in some way to have you present at one of their committee meetings. I do not know just where you are in the State just now, nor do I know at all when it will be possible for us to get together, but if it is at all possible, I wish you would try to make some sort of an arrangement by which I can see you and talk over the matter with you. Of course, I realize how terribly busy you are with all this visitation, and would not impose upon you in this way if I did not think we might be of very material assistance to one another.

LAW/LTL.

Very sincerely yours,

L A Williams

November 3, 1919

Prof. L. A. Williams
School of Education
University of North Carolina
Chapel Hill, N. C.

My dear Prof. Williams:

Your letter addressed to Dr. Bachman at Raleigh has been forwarded to us here. Dr. Bachman is at present visiting schools in the western part of North Carolina, and on Friday of this week he starts for New York. I fear, therefore, that it will be impossible for him to meet with you at Chapel Hill for some time. Your letter will be referred to him for further reply when he returns to this city.

Very truly yours,

A. C. THORNBLUM

Secretary to Dr. Bachman

November 10, 1919

Prof. L. A. Williams
University of North Carolina
Chapel Hill, North Carolina

My dear Prof. Williams:

I am very glad indeed to learn that you have a group studying state reconstruction problems. I fear it will be impossible for me to meet with your group, but some time between now and Christmas I expect to drop in at Chapel Hill for a conference with Walker, and at that time would be only too glad to see you.

With warm regards,

Sincerely yours,

FRANK P. BACHMAN.

FPB:T

COPY

(Original in Virginia Survey folder)

NC245

HARVARD UNIVERSITY
DIVISION OF EDUCATION

Cambridge, Massachusetts

November 3, 1919

Dear Dr. Flexner:

This is to acknowledge your letter of October 31.

You will understand that I have felt very hesitant in writing to you concerning Haggerty's work. However I wish now that I had been less reluctant to speak to you about the situation. As I informed you, Haggerty's organization of the field work in testing was an excellent piece of work, and at the time that I discussed matters with you in Richmond, I was, I believed justly quite enthusiastic about it. However, his subsequent work, that is to say in his interpretation of results and in his reporting, was very disappointing.

I can appreciate your situation though I did not know and do not now know just how far you have gone in negotiations with him. For that reason, it is , of course, difficult to suggest any line of action. Of course, I should be very sorry to have Haggerty feel that any criticism of mine had interfered with his arrangements with you, especially since it is possible that he may re-establish his reputation by his work on Volume two - the special report on tests and measurements.

The peculiar difficulty lies in the fact that the only basis for my judgment is personal opinion. My judgment so far is that indicated in my previous letter. I might add, however, that one other factor is involved and that is that Haggerty apparently is ready to attempt too many things and more than he can carry through at one time. For instance, I have no doubt that his work on the National Research Council Committee delayed materially his report on the Virginia job, and thereby rendered that report unsatisfactory. I have no doubt also that his undertaking the North Carolina job would postpone almost indefinitely his special volume report for the Virginia job - that special job being due January 1/

Two suggestions occur to me which might justify a change in your plans concerning Haggerty. One is that the Virginia Report, a copy of which I can send you in advance, appeared to you not sufficiently conclusive to warrant work of that sort in North Carolina. The other is that it would be better for Haggerty to finish his special report for the Virginia Commission before undertaking the North Carolina job.

I have no objection to your saying to Haggerty that I am not satisfied with his Virginia Report provided that seems necessary, and provided such a statement appeals to your judgment as called for.

With best wishes,

Cordially yours,

(Signed) Alexander Inglis.

Dr. Abraham Flexner
General Education Boafd
61 Broadway, New York

COPY

November 6, 1919

Dr. Alexander Inglis
Harvard University
Cambridge, Massachusetts

Dear Dr. Inglis:

I have your kind note of the third and I wish to assure you of my appreciation of the candor with which you have written as regarding Haggerty. Meanwhile I was in Washington yesterday and had a chance to talk to Yerkes about Haggerty and his work for the army and the National Research Council. It seems to me probable that Haggerty has attempted to do too many things and that in consequence they have all suffered. Yerkes is clear that he has the ability both to carry out an extensive undertaking and to prepare a first-rate report about it. Under these circumstances, Dr. Buttrick and I feel that we might be able to do Haggerty a real service by having a candid talk with him and, if that turns out satisfactorily, trust the North Carolina work to him under conditions which insure complete concentration on it until finished.

Meanwhile I shall be delighted to have an advance copy of the Virginia report, if you can send it to me. I do not know precisely what I shall say to Haggerty about Virginia, but no more, I think, than this, that while you were delighted with his organization work, you were not equally enthusiastic about the way he has handled the preparation of the report and that such information as I have on that subject you gave only in response to a direct question which you could not avoid answering. I shall make it clear to him however that we are both his friends. Let me know if you should want me to act any differently.

Sincerely yours,

(Signed(Abraham Flexner

COPY

(Original in Virginia Survey folder)

NC 245

NATIONAL RESEARCH COUNCIL

WASHINGTON D.C.

Nov. 5, 1919

Dr. Abraham Flexner
General Education Board
61 Broadway, New York City

Dear Flexner:

In accordance with your conversational request, I am writing concerning my knowledge of the characteristics of Dr. Haggerty, and his relations to the Virginia School Survey.

Haggerty came to Harvard several years ago, with a wife and two children. He elected to work under my direction in animal psychology, and as the result of very well planned and energetic effort, produced a very excellent thesis on imitation in monkeys. I was closely associated with him for many months and acquired a respect for his intelligence and training which has not been diminished by later professional acquaintance.

After leaving Harvard he worked in the University of Indiana, and was thence called to the University of Minnesota, where he is Professor of Educational Psychology. I know that he is respected for his professional ability, and highly esteemed for his academic worth in Minnesota.

During the war I recommended him for military appointment to be placed in charge of the psychological aspects of reconstruction in the office of the Surgeon General. This appointment was made, and he served for several months under conditions which were unduly discouraging. He finally sought discharge before the completion of the army task, partly because of lack of prospect of valuable service, but chiefly because of the opportunity which the Virginia Survey offered. I took satisfaction in recommending him for psychological service in connection with the survey, and Terman and I advised him in a preliminary way concerning methods. Final reports seemed to indicate that the methods were successfully applied.

During the last few weeks of the work in Virginia Dr. Haggerty, as a member of the National Research Council committee which is preparing an intelligence scale for elementary schools, attempted to have certain tests tried out for the committee in Virginia. This, as well as certain earlier work on the preparation of materials for the tests, may have interfered somewhat with his service on the State Survey. I had assumed that wholly satisfactory and equitable arrangements had been made by him with Dr. Ingliss.

Dr. Haggerty's needs have undoubtly been insistent, especially because of sacrifices during the war, but I am also compelled to mention the fact that in my relations with him I have noticed rather stronger interest in his own advancement than is ordinarily deemed desirable. To say that he is grasping in the ordinary sense of that term would not be quite fair, although it suggests the idea which I have in mind. I suspect that at times he places his own interest ahead of certain other important interests. I hasten to state

that never in my whole acquaintance with him have I observed anything which could be considered dishonorable or dishonest.

The Virginia Survey situation undoubtedly created a very complex set of problems for Dr. Haggerty. On the one hand he was employed by the Survey to direct psychological measurement, on the other he was engaged as a member of our committee on intelligence scale preparation to help to devise new methods. As I understand it he received pay for both lines of service. Furthermore, in connection with this work, methods were prepared primarily under his direction which it seemed eminently desirable to render available for general use. This gave DR. Haggerty the opportunity to publish certain results of his work with the Virginia Survey in a manner which promised to be highly advantageous to himself. Presumably he did this with the consent and entire approval of Dr. Ingliss as well as members of my committee, but in any event it is obvious that he used for his own pecuniary gain , an opportunity which had been created by his services on the Virginia Survey, and on my committee.

I am describing this queer situation not with the thought of reflecting on Dr. Haggerty's judgment and integrity, but instead merely to indicate the circumstances which may have resulted in the over emphasizing of certain aspects of his work and the neglect of certain others.

Finally, I desire to say that I have entire confidence , professional and personal , in Dr. Haggerty, and unhesitatingly recommend him as a man of first rate ability and capable of doing his work in a thoroughly business-like, scientific manner.

Cordially yours,

(Signed) Robert M. Yerkes

Robert M. Yerkes, Chairman
Research Information Service

COPY

November 6, 1919

Dr Robert M Yerkes
National Research Council
1201 Sixteenth Street
Washington, D. C.

Dear Yerkes:

Thank you very much indeed for your note of yesterday in reference to Haggerty. Dr. Buttrick and I have talked the thing over and decided to ask Haggerty to meet us in Chicago where we are both to be next week. I am sure that by a frank talk with Haggerty we can do him a good turn and at the same time assure ourselves a scientific piece of work in North Carolina. I know the pressure under which men like Haggerty live and work and I am certain, in view of all the conditions, more good can be done by showing confidence after a thorough discussion of the situation than in any other way.

With warm regards,

Very sincerely yours

(Signed) Abraham Flexner

COPY

(Original in Virginia Survey folder - Va 173)

NC245

HARVARD UNIVERSITY
DIVISION OF EDUCATION

CAMBRIDGE MASSACHUSETTS

November 10, 1919

Dear Dr. Flexner:

It seems to me that the policy outlined in your letter of November 6 should meet the needs of the situation. I have confidence that you will be able to present properly my attitude.

One further thought only occurs to me. At the present time, Haggerty is or should be working carefully on the special report for the Virginia Survey. I hope that in entrusting the North Carolina work to him "under conditions which insure complete concentration on it until finished" it will not happen that Haggerty will be prevented from finishing the work to which he is already committed. Thus the insurance of satisfactory completion of the North Carolina Survey might very easily jeopardize the satisfactory completion of Haggerty's Virginia work. As noted in your letter and as suggested by Yerkes and myself, Haggerty is prone to undertake too many things at the same time and none too particular in completing properly what he has promised.

In arranging with Haggerty for the North Carolina work, I hope that care will be taken as far as possible not to interfere with Haggerty's completion of the work now in hand.

With best wishes

Very cordially yours,

(Signed) Alexander Inglis

Dr. Abraham Flexner

COPY

November 11, 1919

Professor Alexander J. Inglis
Harvard University
Cambridge, Massachusetts

Dear Inglis:

I have yours of the tenth, and I am happy to find that you endorse our proposed line of action. You are unquestionably right in your attitude on the Virginia Survey, and we shall stipulate that Haggerty come to us, so to speak, with empty hands. He must finish his Virginia survey before he begins with us, and with entire satisfaction to you. When he accepts our point of view, and conditions, as I assume he will, Dr. Buttrick and I will embody them in a letter, so that there can be no misunderstanding on either side. I shall send you a copy of this letter.

With much appreciation, I am

Sincerely yours

AF:ESB

NC245

November 10, 1919

Hon. E. C. Brooks
State Superintendent of Public Instruction
Raleigh, N. C.

My dear Brooks:

I have come to feel that you have cut me entirely off your visiting list, or, at all events, off your correspondence list. It may be, however, that your stenographer is on a strike. Miss Thornblum says she is going on a strike soon.

I wonder if you would be good enough to have someone in your office check over the directory, as published in November, 1918, and give me, in particular, the names of the new county superintendents. While it resulted in no inconvenience, I found changes recently in both Stokes County and Rockingham County, and there may be others.

I shall be detained for a week or ten days in Delaware and Maryland, but expect to be back in North Carolina in time for the meeting of the State Educational Association. I wish you would send me a program.

I have now completed my visitation of all the schools west of Greensboro, and have more things to talk over with you than a dog has fleas in July.

With very best wishes,

Sincerely yours,

FPB:T

FRANK P. BACHMAN

nc245

November 15, 1919

Mr. Robert H. Wright
East Carolina Training School
Greenville, North Carolina

My dear Wright:

I returned home a week ago to-day, after four weeks in the counties lying west of Greensboro. I am returning to North Carolina Monday, and will be there probably until the 5th of December, when I shall again have to return North.

I understand that the State Teachers' Association meets in Raleigh beginning November 26th. You and probably all other members of the Commission will, I presume, be at this meeting. Could we not save time by arranging to have a meeting of the Commission some time toward the latter part of that week? If you think it advisable, please call a meeting at the convenience of the members of the Commission.

With kindest regards and best wishes, I remain

Very sincerely yours,
FRANK P. BACHMAN

FPB:T

NC V C 245
North Carolina
Survey.

The University of Minnesota
College of Education
Minneapolis

November 15, 1919.

MEMORANDUM: to Dr. Abraham Flexner
and
Dr. Frank Bachman.

SUBJECT: Program for Tests in Survey of Public Schools in North Carolina.

I. MOTIVE: It is assumed that tests are to be given for the specific purpose of throwing light on important problems arising in the survey. The writer has no interest in this connection in giving tests for the mere sake of giving tests or for the development of any methods as such. All the work should have a specific problem-solving purpose.

II. PROBLEMS: Three essential problems should be attacked as follows:

(A) Measurement of progress in fundamental school subjects. It is assumed to be important to know the degree to which children in public schools in North Carolina approximate in school achievement the records made by children in other states, particularly in the state of Virginia. The school subjects in which measurement may be made and the order of importance for these several subjects follows:

The University of Minnesota
College of Education
Minneapolis

#2

(a) Reading

(1) Grades 1, 2 and 3 -- The tests used in Virginia for these grades were designated as Sigma 8 - in their reprinted form they are Sigma 1.

(2) Grades 4 to 8 or 9, that is to include the 1st year high school (if the high school is to be included) -- The proper test to be used here is Thorndike's Reading Scale, Alpha 2.

(b) Arithmetic (computation)

Work here should cover grades 3 or 4 to 8. The available test is the Woody Arithmetical Scale, Series B, which was used in Virginia.

(c) Spelling

In Grades 3 to 8 the Virginia program in spelling can be exactly duplicated; or the new Iowa spelling scale, which will probably take precedence over all previous spelling scales, may be used.

The University of Minnesota
College of Education
Minneapolis

(d) Hand Writing

Here again the Virginia Program can be duplicated, using the Starch handwriting scale for scoring tests.

~~(B)~~ (B) Grouping of Children.

In most schools the grouping of children can be greatly improved. This condition should be studied; first, to learn how well or how poorly they are at present graded; secondly, to suggest the proper means for grouping children. The Virginia work shows that the most satisfactory test for the study of this problem is the general intelligence examination. This work should cover the need for special classes and special schools for unusual children

Note: In connection with both problems A. and B, ~~I believe~~ it is attention should be called to the importance of studying the first three grades. First, because so large a percentage of school children are concentrated in these grades, particularly in rural schools; and second, because the proper provision in these grades will mean a large elimination of waste and more

satisfactory progress of pupils through the upper grades. Our group examinations methods developed in the Virginia survey gave highly satisfactory results, at least, as low as 2nd grade, and may be used in the upper half of grade I.

(C) Training of local school officers:

In connection with the Virginia survey, it was assumed that the training of local school officers was equal in importance to the actual measurement work. The writer believes that in Virginia the results from this phase of the survey would justify the survey even if the actual test scores were never published, and is of the opinion that the work in North Carolina should aim for equal participation and training of local people.

III. UNITS FOR STUDY

(A.) It is thought to be more important to make a fairly thorough survey of a few typical school units than to undertake an extensive and more superficial bit of work. It would seem important to select a small number of school districts, which would fairly represent the various school conditions to be found in the state.

This selection should include both urban and rural units. The completed study of each type would stand as a model to be followed for local school officers in surveys of their own districts as well as giving immediate data for the present survey.

(B) The number of children to be studied within a school unit should be fairly large in proportion to the total school population, sufficiently large, so that there could be little question that the results give an accurate picture of conditions throughout that district.

IV. METHODS OF FIELD WORK.

(A) Selection of examiners.

It is understood that conditions will allow the selection of a number of examiners from among local school men - members of the state department, local school superintendents, faculties of normal schools and colleges.

(B) Training Institutes.

It is thought desirable that these people should be brought together into a training institute for the function of setting

before them the particular problems to be worked out. In this institute there will be some general discussion of the work of educational measurement, and specific training of every prospective examiner in the giving of tests to be used.

(C) Instructions.

Written or printed instructions should be carefully prepared for distribution to every examiner, so that all will follow a uniform procedure.

(D) Materials.

Materials should be selected, purchased, printed or mimeographed - as the case may demand - and be on hand either at the place of instruction or at some other place accessible to the examiner before the institute meets. There should be as little time as possible intervening between the training of the examiners and their actual doing the work.

(E) Schedule.

It is desirable that the schools to be examined should be selected before hand, that schedules be prepared showing exactly

what is to be done, giving the exact dates upon which the work is to be done, mode of conveyance, etc.

V. SCORING OF TESTS

(A) Training Institute.

It is understood that instructors and students from normal schools and colleges will join in the work of scoring. It is desirable, therefore, to establish certain scoring centers. At each scoring center there should be a training institute to drill all prospective workers in the specific tasks which they are to perform.

(B) Supervision.

It is necessary that at every scoring center there be some person of the maturity of a school superintendent or normal school teacher who will carefully supervise the work from day to day as it is being done. Such supervisor should see that the work of each worker is checked at sufficiently frequent intervals to assure accuracy.

(C) Checking of Results.

It is desirable that the work of the several centers be also checked by some central agency to make doubly sure that it is all

Accurately performed.

(D) Surplus Scoring.

It is urged that caution be taken against loading too much scoring upon any particular institution, because the work of scoring is likely to become somewhat of a drudgery and both students and faculty people shrink from finally completing the job if it is too voluminous. It will, therefore, be necessary to carefully limit the amount of work assigned each scoring center, and to make provision for all additional scoring through some other agency.

VI. STATISTICAL WORK

The work accomplished at the scoring centers will in most cases not go beyond the scoring of the test papersand their tabulation on the score or class record sheet. In addition to this there will be a considerable amount of work required for the purely statistical treatment of the results. The writer is quite well aware of the undesirability of filling the report with statistics, but he is also aware that [illegible] and apparently

simple sentence in a report must often have back of it an accumulation of studied detail in order that it may be something more than mere opinion. Provision must, therefore, be made for ~~such~~ additional clerical assistance to complete the necessary statistical work.

VII. REPORT.

It is understood that the writer will not only direct the field work on the tests, but will prepare the manuscript for the published report. October 1, 1920 is suggested as the date for the completion of the report.

VIII. TIME.

(A) The writer will be able to devote the following time to the work; (a) January, February, March- it is assumed that practically all the time ~~will~~ of these three months will be consumed in the actual field work; (b) one-half time from June 14 to August 1; (c) and full time from August 1 to October 1. It is thought that this will be ample time not only to write the report, but to make such changes and refinements as may be necessary.

The University of Minnesota
College of Education
Minneapolis

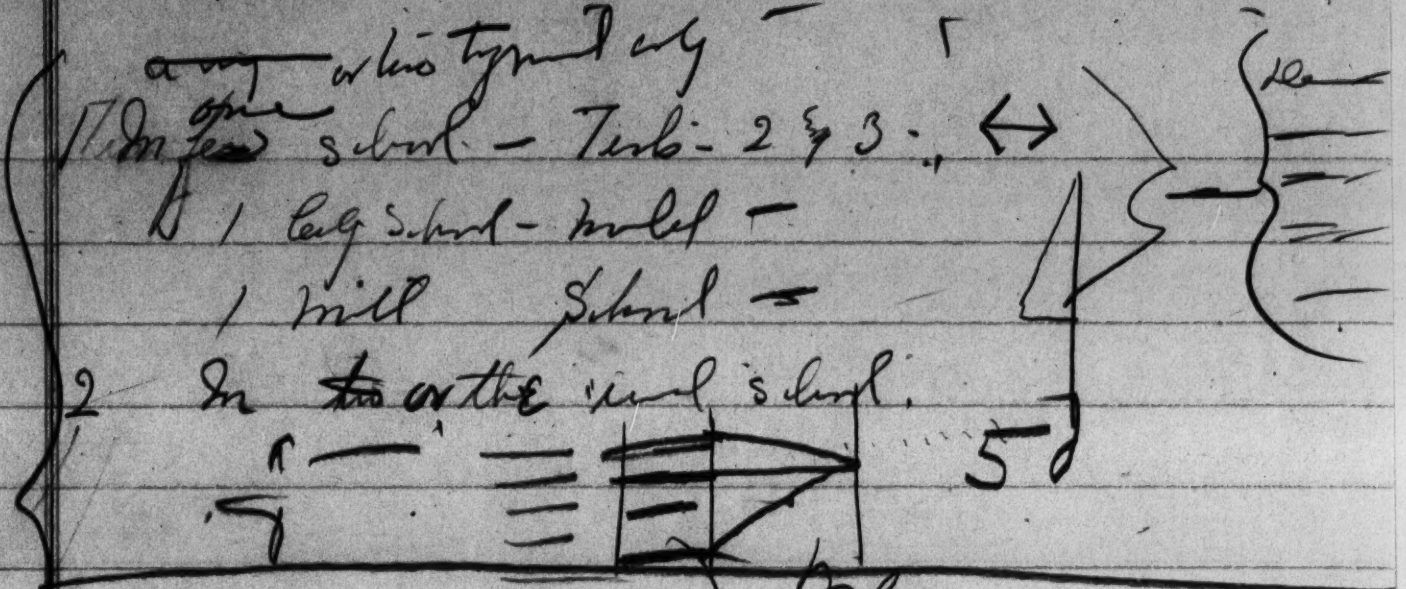
(B) It seems desirable that not more be attempted during the months of January, February and March than to do the field work and to complete that part of the scoring of the tests which will be done by local ~~instructors~~ helpers. For the completion of the work all materials should be shipped direct to the University of Minnesota, since all other work can be most expeditiously completed there.

Respectfully submitted,

M. E. Haggerty.

M. E. HAGGERTY.

Terb.



Test
Reading.
Depth 7.
Standard Binet

Limit to Mild - grade

Terb 5 — 7 Grade —

Spelling Esther Ages in Ashleigh — 1
work of possible comparison Barr with regression

Woody Athletic Scale B
Results

Athletic Papers

NC-245
Va-1734

(COPY)

November 18, 1919

Professor M. E. Haggerty
University of Minnesota
Minneapolis, Minnesota

Dear Mr. Haggerty:

Referring to your letter of October 11, I have pleasure in saying that the General Education Board agrees to remunerate you for your work in connection with the North Carolina survey at the rate of $600 per month plus amount incurred for your necessary travelling and living expenses while in North Carolina. It is understood that the direction of the work remains in the hands of Dr. Bachman and this office and the scope of the work will be such as was indicated at the conferences in this office yesterday. We understood from you that such outside engagements as you have previously entered into will be completed before you begin the field work in North Carolina, and that you will undertake no additional outside work until the North Carolina work has been satisfactorily completed. This understanding is obviously in your interest, in ours, and in the interest of the task which we are undertaking in common. Dr. Buttrick, Dr. Bachman and I are all confident that by concentrating on this work it can be completed in a reasonable period, and that the results will amply justify the trouble and expenditure.

With warm personal regards, I am,

AF:ESB

Very sincerely yours,

NC245

The University of Minnesota
College of Education
Minneapolis

November 21, 1919.

Professor Frank P. Bachman,
State Board of Education,
Raleigh, North Carolina.

My dear Doctor Bachman:

In order that I may be clear regarding our common understanding of the tests and measurement work in connection with the survey of the public schools in North Carolina, I am setting down the following memoranda:

(A.) Grades to be examined.

1. Grade 7. Tests are to be given in both city and rural schools to a sufficient number of seventh grade children to show definitely the final achievement of the elementary schools of North Carolina.

2. Grade 5. Fifth grade children are to be examined in sufficient numbers to show the achievement of children at the period when the largest elimination from elementary schools occurs: namely, between the 5th and 6th grades.

(B.) Tests to be used.

The examination is intended to cover achievement in spelling, reading and arithmetic (computation).

1. Arithmetic.

Woody's Arithmetical scales for addition, subtraction, multiplication and division.

2. Spelling.

"Iowa Spelling Scale" (I am going to recommend this since it has all the words and all the advantages of the Ayres scale, and in addition, contains a considerable number of words not found in the latter). I think this change more important since learning that the Ayres scale has already been used rather widely in North Carolina schools.

The University of Minnesota
College of Education
Minneapolis

Professor F. P. Bachman-----#2

3. Reading.
Thorndike's Reading Scale,
Alpha II.

I have written Professor Williams to learn how widely, if at all, Thorndike's scale has been used by schools in North Carolina. In some of the schools in Virginia we found it had not only been used for testing, but for teaching, so our results from using it were not satisfactory in those cases.

I am inclined to recommend that we try using a new scale which we have been constructing here in Minnesota. It is of the same type as Thorndike's scale, but is arranged so as to facilitate the scoring. If we use this newer scale, it would be necessary to equate it in terms of the Thorndike scale by giving both to a group of children, approximately 500 in number. This would entail some additional work, but we would probably save both time and money since the scoring would be done in a fraction of the time now required in the Thorndike scale.

We would also save paying the Teachers College the royalty which they require in case we reprint the Thorndike scale.

I should be glad to have your reaction on this matter. Would you approve of our trying this new reading scale. I am enclosing some paragraphs which show the form of scale I have in mind.

(C) Study of the Classification of Children in one School City including typical schools therein.

This would involve a study of children with intelligence as well as achievement tests, and should result in definite recommendations regarding changes in grading, special classes, etc. If opportunity permits, some typical rural school will also be studied from this point of view.

(D) Examiners.
It is understood that examiners may be obtained from among local school men, centering at three points, Greenville, Greensboro and Chapel Hill.

The University of Minnesota
College of Education
Minneapolis

Professor F. P. Bachman------#3

I shall work out as soon as convenient an estimate of the number of examiners that will be required to do the work in the time alloted.

(E) Scoring.
It is understood that the institutions in the three cities named above will be available as scoring centers.

(F) The time of field work will be the months of January, February and March.

(G) Measurement of achievement in high school work, particularly Latin, Algebra and Reading, details of which will be worked out with Doctor Flexner.

Very truly yours,

M. E. Haggerty

MEH/M
(Enc)

Read this paragraph and then do what it says to do. Read it again if you need to.

Mr. Toil had a severe and ugly countenance, especially for such little boys or big men as were inclined to be idle. His voice, too, was harsh; and all his ways and customs seemed very disagreeable to our friend Daffydowndilly. The whole day long, this terrible old schoolmaster sat at his desk, overlooking the scholars, or stalked about the schoolroom with a certain awful birch rod in his hand. Unless a lad chose to attend quietly and constantly to his book, he had no chance of enjoying a quiet moment

22. Draw a line under the one of these four words that tells Mr. Toil's occupation.

lawyer
farmer
teacher
merchant

23. Draw a line under the one of these four words that shows how Mr. Toil looked.

handsome
indifferent
agreeable
displeasing

Read this paragraph, and then do what it says to do. Read it again if you need to.

But we are anxious to see the inside of this wonderful craft; so, after a few minutes in the turret, we go down the narrow hatchway into the boat itself. Here we are immediately struck by the amount of machinery everywhere and the neatness and compactness of everything. Behind the living room is the engine room. Here are two heavy oil engines for driving the boat on the surface, and a powerful motor for use when the the boat is submerged. In another compartment there are storage batteries for supplying the electric current for the motors, lights, and cooking apparatus.

24. Draw a line under the one of these three words that shows what is described in this paragraph.

sailboat
aëroplane
submarine

25. Draw a line under the one of these three words that best shows the amount of machinery to be seen.

little
much
none

NC 245

GREENSBORO PUBLIC SCHOOLS
GREENSBORO, N. C.

FREDERICK ARCHER
SUPERINTENDENT

November
29th
1 9 1 9.

GENERAL EDUCATION BOARD
RECEIVED
DEC
3
1919
ANSWERED

Dr. Frank P. Bachman,
Raleigh, N. C.

Dear Dr. Bachman:

I regret very much that I was unable to secure a few minutes' conversation with you as I wanted to lay our present Greensboro situation before you. May I trespass on your time and do so by letter.

We had perfected arrangements for Dr. Charles McMurry to spend the first three days of the past week with us in Greensboro, working for the most part with teachers. We had planned, however, to have the business men of the Chamber of Commerce for a dinner at the O. Henry one evening and have Dr. McMurry address them with a general idea of a sort of educational revival. A telegram from Dr. McMurry on the 21st, stating that he was ill with pneumonia, caused us to change our plan.

Mr. Broadhurst, Mr. Wills, and I, in talking over our plans with some half-dozen men of the Chamber of Commerce and Rotary Club, found a strong sentiment among them for the securing of such a man as Dr. Strayer to make a brief physical survey of our city with the idea of securing from him a report embodying a building program for the next ten years. At a meeting of the Board, held on the night of the 25th, it was decided to secure the services of Dr. Strayer or some such man, if possible, for this work. That letter has not yet been written.

Supt. Latham, of Winston-Salem, in telling me of Strayer's trip to his city, left me under the impression that he received very little help from the visit.

I wonder if it would be possible for you to be the guest of the city for a few days and go over this matter with us. I am sure that no one has so impressed any of us here as has yourself. Mr. Wills and Mr. Broadhurst never fail to refer to you if the occasion presents itself, and I believe that you can be of more help to us than any man in the United States. I should be glad to hear from you to the effect that this can be done.

Cordially yours,

A/Y

Frederick Archer

DICTATED BUT NOT READ

December 9, 1919

Mr. Frederick Archer
Superintendent of Schools
Greensboro, North Carolina

My dear Superintendent Archer:

I am sorry that your teachers were denied the opportunity of working with Dr. Charles McMurry for two or three days, for I am sure they would have greatly profited. Can't you get him at some later date?

Your building program is an extensive one, and you are certainly on safe ground when you get all available data on the situation and all outside assistance you can in perfecting your program. Dr. Strayer and the men who work with him are among the very best men in this country in their field, and you could do no better than to get them to make the physical survey you have in mind, provided they will give you the time needed for such a study.

Your words about me are certainly very kind, and I appreciate them thoroughly. I would be only too delighted to assist you if I could see my way to it. However, our time for the work in North Carolina is so short, and

there are so many good fellows like you who are asking for special assistance, that I feel I must forego the pleasure of helping with these local problems.

With kindest regards and best wishes, I remain

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC-245

No 173

The University of Minnesota
College of Education
Minneapolis

November 29, 1919.

Mr. Abraham Flexner,
General Education Board,
61 Broadway,
New York.

My dear Mr. Flexner:

I am in receipt of your letter of November 18 covering the conditions of our arrangement for the North Carolina work.

I understand that my engagement begins January 1 and holds for three months. Dr. Bachman agrees with me that practically all of this time would be consumed in the field work. In my judgment we will be fortunate if we are able to cover it satisfactorily in that time. If our Virginia experience is duplicated, there will still be a large amount of scoring of tests and statistical work hanging over after April 1. It is my recommendation that all test materials be shipped at once to the university of Minnesota, and that I be authorized to engage here an assistant and such clerical workers as may be needed to complete the job.

Such an assistant could, I think, be secured for $125 to $150 per month, and under my general direction would carry forward the statistical work. We have been paying 30 cents an hour here for clerical help. I recommend that this be placed at 40 cents per hour; for the higher figure we can secure ~~fairly~~ satisfactory help from our advanced students.

In regard to my own time after April 1st, the university requires that I teach during the spring quarter, which ends about June 18, and Dean Coffman desires that I teach part time during the first half of the summer school. Under these conditions, I should be able to devote onehalf time from June 18 to August 1st, to the work of the survey. This, in my judgment, is a desirable arrangement, since I should not at the price of my salary be devoting my time to the detail of the work, but merely to its direction. The statistical work should be completed in the main by August 1 with this arrangement; and I should be free by August 1 to give my entire time to the interpretation of the results and writing of the report, and could continue to give full time until the report was completed.

The University of Minnesota
College of Education
Minneapolis

Abraham Flexner---#2

My work in connection with the National Research Council will all be completed prior to December 25, and my report on the Virginia survey will also be written by that time. It is possible that some of the chapters of Volume II, which are being written by other members of the survey staff, may not be completed by that date. I am, however, making every effort to have these people turn in their reports in time for me to review them prior to the Christmas holidays. In such case, the entire report will go to Dr. Inglis not later than January 1.

Va 173

Aside from these items I have no engagement which will in any way interfere with my devoting my time completely to the North Carolina survey during the time indicated above.

Very truly yours,

W. S. Haggerty

MEH/M

December 2, 1919

Professor M. E. Haggerty
University of Minnesota
Minneapolis, Minnesota

Dear Mr. Haggerty:

I have yours of the 29th in reference to the understanding between us in connection with the North Carolina work. I can appreciate the fact that your position is under the most favorable conditions more or less complicated, as is bound to be the case when men who have regular duties of a university nature undertake to turn aside to do a special piece of work. The most that we can do is to be just as helpful to one another as we can and to expedite this special task as much as possible. I can assure you that we are ready to do anything that will make the conditions under which you work favorable to a prompt and satisfactory result. The terms which you mention as to your assistants are entirely acceptable to us.

With warm regards,

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

Dr C 245

PRIVATE OFFICE

THE YARBOROUGH

B. H. GRIFFIN HOTEL CO., PROPRIETORS

B. H. GRIFFIN, PRESIDENT

THE KENNON
GOLDSBORO, N. C.

RALEIGH, N. C.

GENERAL EDUCATION BOARD
RECEIVED
DEC 1 1919
ANSWERED

November 29, 1919.

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York,N.Y.

Dear Dr. Flexner:-

Enclosed you will find a letter from Dr. Haggerty and my answer to him. I am sending this letter to you for your scrutiny before it goes to him, thinking there should be a common agreement among us on so important a matter.

I have been in Raleigh since Wednesday evening, attending the State Teachers' Assembly. The meeting was a good one and proved profitable to me. The committees to co-operate with the Commission were appointed; one from the Superintendents' Section and one from the Assembly as a whole. I haven't the names of the committee from the Assembly, but the men appointed by the Superintendents Section are among the very best men in the State and I am sure they will be most helpful to the Commission, and undoubtedly the same will be true of the committee appointed by the Assembly as a whole.

Dr. Brooks and I have just had a long talk about high schools, teacher training, supervision, county superintendents,etc. We seem to be in perfect accord with regard to my observations and to the analysis of the problems, and also with respect to the solution, but we did not go far in this field, inasmuch as I was particularly anxious to get Brooks' judgment upon certain of my observations and analyses.

I have been going at a pretty good clip and expect to make five counties next week, so that I will not arrive home until late Saturday afternoon. I meet, you remember, Dr. Dillard and Mr. Davis at Dover the following Monday, so I will not get to see you until I return from Delaware. I hope that I will be able to get a week or ten days more here in the field before Christmas; this will enable me to complete my field work in the counties, which, I am anxious to do before the bad weather comes on; thus far, the weather has been excellent.

The same hearty co-operation continues, which, of course, makes the work very pleasant, and I am getting fuller and fuller of things to talk over with you, with the result that if I do not see you soon, I shall certainly overflow.

Give my best regards to Dr. Buttrick,and with kindest regards and best wishes to you, I remain

Very truly yours,

Frank P. Bachman.

December 1, 1919

Dr. Frank P. Bachman
Wilmington Hotel
Wilmington, North Carolina

Dear Bachman:

I have yours of the 29th with the enclosed letter to Dr. Haggerty of the same date. Your letter to Haggerty seems to me very sound. I think it is undoubtedly better not to try new terms in a job of this kind. What we want mainly is a comparative statement for presentation to the public. The working out of new tests is a scientific task which had better be done elsewhere and under better circumstances. I am forwarding your letter to Dr. Haggerty.

I should be happy to see you at the end of the week or the beginning of next week. Mr. Odell suggested that the conference should take place at his office at Wilmington, but at my instigation Mr. Davis held out for Dover at the office of the state superintendent. We simply cannot go ahead on any other basis than that of coöperation with the state and county authorities.

Dr. Buttrick and all of the staff join me in warm regards and best wishes.

Very sincerely yours,

AF/ESB

ABRAHAM FLEXNER

NC245

CITY PUBLIC SCHOOLS
OFFICE OF SUPERINTENDENT

KADER R. CURTIS,
SUPERINTENDENT.

KINSTON, N. C.

Dec. 7, 1919.

GENERAL EDUCATION BOARD
RECEIVED
DEC 8 1919
ANSWERED

Mr. Frank L. Bachman,
Raleigh, N. C.

Dear Sir:-

I have been named as a member of a committee to aid in making a survey of all the schools & colleges in the State under the control of the Baptist State Convention. The object of this survey is to gather such information as should be before the Baptist Board of Education when the $1,000,000 fund is being apportioned. It is my desire to make this report full in every respect. I am writing to ask you to give me

Very truly yours,

FPB:T
Enc.

FRANK P. BACHMAN

CITY PUBLIC SCHOOLS
OFFICE OF SUPERINTENDENT

KADER R. CURTIS,
SUPERINTENDENT.

KINSTON, N. C.

any idea of how we should go about this and what we should look for. I have been thinking that we should require each school to fill a well prepared questionaire. If you have any data or suggestions I shall be glad to hear from you.

Yours truly,
K. R. Curtis

Very truly yours,

FPB:T
Enc.

FRANK P. BACHMAN

December 9, 1919

Mr. Kader R. Curtis, Superintendent
City Public Schools
Kinston, North Carolina

Dear Superintendent Curtis:

We have certain forms on which we collect data from colleges and other schools, covering enrollment, cost of buildings, endowment, etc. I am asking Miss Thornblum to send you a set of these, in the hope that they may be helpful to you. I think, however, that you would find it to your advantage to write Samuel P. Capen, of the Division of Higher Education, United States Bureau of Education, Washington. He has had a large experience in this field and, I am sure, can be of great assistance to you.

With kindest regards and best wishes, I remain

Very truly yours,

FRANK P. BACHMAN

FPB:T
Enc.

NC 245

GENERAL EDUCATION BOARD
RECEIVED
DEC 10 1919
ANSWERED

Spray Graded Schools

JAMES E. HOLMES, SUPERINTENDENT

Spray, N. C.

Dec. 9, 1919.

Dr. Frank P. Bachman,
61 Broadway,
New York City.

My dear Dr. Bachman:

Enclosed you will find the age-grade distribution card filled out in accordance with your request.

When you were here, I believe you made a notation to the effect that this building has no ventilating system. You probably remember each room has two cloak rooms either in the front or rear. The doors to these rooms lack seven inches reaching the floor. Within each cloak room is a ventilator.

This system of ventilation accounts for the fact that in a few instances boards were in the rear instead of the front of the room.

With best wishes, I am

Sincerely yours,

James E. Holmes

"Every Day in the Year"

THE WILMINGTON STAR

FOUNDED [illegible] A.D. 1867

Published by Wilmington Star Co., Inc. *Wilmington, N. C.* *Oldest Daily in the State*

NC245

Wilmington, N. C., Dec. 11, 1919.

GENERAL EDUCATION BOARD RECEIVED DEC 13 1919 ANSWERED

BUSINESS OFFICE

Mr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Mr. Flexner:

I have been urging the local authorities to have the shhool system surveyed. They are, I believe, ready to have this done. The community is looking forward to the results of such an appraisal.

May I inquire if, and under what terms, the General Education Board could undertake this survey?

Wilmington, as you know, is an old and small southern city. The schools are decidedly backward. The situation should provide ample basis for a most interesting and helpful study.

I shall await your reply with eagerness.

Yours truly,

Chas. N Feidelson

Chas. N. Feidelson,,
Editor.

December 15, 1919

Mr. Charles N. Feidelson
Editor of The Morning Star
Wilmington, North Carolina

Dear Mr. Feidelson:

I have your inquiry of the eleventh. The General Education Board is now conducting a general survey of public education in North Carolina. I am forwarding your request to Dr. Frank P. Bachman who is in local charge of the work.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

December 26, 1919

Mr. Charles N. Feidelson, Editor
The Morning Star
Wilmington, North Carolina

My dear Mr. Feidelson:

Your favor of December 11th, directed to Dr. Flexner, has been referred to me. Permit me to say that we have been engaged now for almost a year on a study of school conditions in North Carolina, and will make a report of these conditions to the State Educational Commission, appointed by the Governor in pursuance of legislative action of 1917. On the basis of this report the present school laws will be codified and such new legislation proposed as in the wisdom of the Commission seems desirable.

I had the pleasure of spending three days in the Wilmington schools, and it is my opinion that it would be well for those interested in the welfare of these schools before undertaking a study of the local system to await the report of the State Educational Commission and the actions of the legislature of 1921.

Very truly yours,

FRANK P. BACHMAN

FPB:T

NC 245

December 12, 1919

Mr. Charles L. Coon
County Superintendent of Schools
Wilson, North Carolina

Dear Superintendent Coon:

I was very much interested in your bold scheme to consolidate all the schools in your county. If it would not be too much trouble for you, I should be delighted if you could, within the next three or four months, give me a map showing locations of the schools before consolidation, and a second map showing the schools after consolidation. I should also be glad to have a brief description of the schools that were consolidated at any given point, and a similar description of the resulting consolidated school and of the teacherage, transportation facilities, etc.

I know this is asking a good deal of you, but I certainly could make good use in our report of what you are doing in Wilson County, and it may be possible to print your entire report as an appendix to our volume, showing what can be done under an efficient county organization and equally efficient county administration.

Wishing you every success and with warm regards,

Sincerely yours,

FPB:T

FRANK P. BACHMAN

NC 245 Acknowledged 12/12/19

Appalachian Training School

D. D. DOUGHERTY, - - SCIENCE

Boone, N. C.

GENERAL EDUCATION BOARD
RECEIVED
DEC
1919
ANSWERED

Prof. Bachman.
Raleigh N.C.

Dear Sir.

I recall your visit last fall. You made us think. We are going to do now. We are studying plans for a model public school house and a course of study for teachers.

Perhaps a two room house would be more like fitting the conditions in our section than a four room house.

Many students come to us from the public schools. They have gone over the seven grades. They want to make teachers right now. What can we do for them in one year? For those who stay fours years we can give more.

Will you please help us.

Very respectfully
W. D. Dougherty

December 26, 1919

Mr. D. D. Dougherty
Appalachian Training School
Boone, North Carolina

Dear Mr. Dougherty:

I have delayed answering your recent letter until returning to our New York office for the Christmas holidays.

I am glad to learn that you are contemplating certain improvements in the teacher training work of your school. In the formulation of your plan I am sure you could do nothing better than to take up the whole matter with Superintendent Brooks. He is deeply interested in the question of teacher training, and I am confident will be of the very greatest service to you.

The problem that you are facing is a common one: What can best be done for young people who have finished only the grades and are looking forward to teaching? In the answering of this question, I am sure you will find helpful the catalogues of the normal schools of Kentucky, Tennessee, and some of the newer western states, such as New Mexico and Arizona.

If I can be of any further help to you, I am sure it will be a pleasure.

Wishing you a happy and successful New Year,

I remain

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

PRIVATE OFFICE

THE YARBOROUGH

B. H. GRIFFIN HOTEL CO., PROPRIETORS

B. H. GRIFFIN, PRESIDENT

THE KENNON
GOLDSBORO, N. C.

RALEIGH, N. C.

December 13, 1919.

GENERAL EDUCATION BOARD
RECEIVED
DEC
15
1919
ANSWERED

GC 245

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N.Y.

Dear Dr. Flexner:-

I am planning to stop over at Wilmington on my return from the South, which will probably be Tuesday or Wednesday before Christmas, and at that time will attend to the matter we were discussing concerning our Delaware work.

You asked me whether I knew any one in this State who would make a good high school supervisor. I replied, that there were two or three men who might be available. It was my hope that I might take this matter up with Supt. Brooks today, as you requested, but he was absent from his office, so I will not be able to see him until next Wednesday when I will be through Raleigh again on my way to Durham.

I am very anxious to get a point of view before you, but before I presented it, I did want to talk with Brooks and see if he agreed with me, but as I was unable, as stated, to see him today, I am going to make the dive anyway.

The point in mind is this: All too often in American education, new positions have been created and persons have been employed to fill these positions on the assumption that they were qualified for the particular field of work. For example, we created a new normal school and call together a

PRIVATE OFFICE
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THE KENNON
GOLDSBORO, N. C.
RALEIGH, N. C.

faculty usually from the teachers in the immediate field, or we establish high school training departments and select some particularly strong teacher to take up the work, and the same is true of new supervisors. Only rarely have schools or positions been created, persons for these positions chosen and those thus appointed put in the way to adequately prepare themselves for the new work. With the result that the outcome has all too often fallen short of expectations. To illustrate: In this particular field, two or three high school training departments were established this fall, yet I think it is but true to say that there is not a person in the State at the present time qualified to undertake such work. Half a dozen new supervisors were engaged last summer and not to exceed one or two were qualified, and so it will be, I fear, with the high school supervisor.

Conditions are such, I believe, not only to make it desirable but necessary to employ a State man. I have met all the city superintendents and all the high school principals in all the high school's of any size in the State. I could suggest the names of three or four men whom I believe would make good high school supervisors, but not one of these men has now the training or the vision to make a worth while high school supervisor. These men, although of excellent quality and great promise, would need to be prepared for this particular field.

PRIVATE OFFICE

THE YARBOROUGH

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THE KENNON
GOLDSBORO, N. C.

RALEIGH, N. C.

December 13, 1919.

It is not strange that they are not prepared. The high schools in the larger cities are not large, to say nothing of those in the smaller places and rural sections, and salaries for principals have been low, the average for 1918-1919 being less than $1,000. In a word, the high school supervisor in this State, and I suspect the same would hold of all the Southern States, ought, in my opinion, to be chosen and given at least the first year at full salary to prepare himself for his new job.

And I am equally of the opinion that some such scheme will need to be worked out if the South is to have anything like well trained city superintendents, county superintendents, supervisors, high school training teachers, normal school teachers, etc. This State at least does not now possess such trained specialists and a very great service could be rendered in making possible their proper training. Otherwise, progress will be slow, much of the money spent in other directions will not yield full returns, and the people will fail to make the response they could and would make under intelligent leadership. Without vision the people perish.

With the Greetings of the Season, I am

Very truly yours,

Frank P. Bachman

NC245

GENERAL EDUCATION BOARD
RECEIVED
DEC
22
1919
ANSWERED

Durham, N. C.
December 19th, 1919.

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York City.

Dear Dr. Flexner:

The weather is breaking badly and I am very glad that my field work is almost completed. Recently I have been giving considerable attention to the so called Farm Life Schools. In a few instances county bonds were issued to erect these schools, but in most instances they were established by special tax districts. Altogether they are the very best schools found in the rural sections, offering rural boys and girls fairly good highschool opportunities.

However, as strickly Farm Life Schools they are none too successful. Of those graduating in agriculture thus far about one in six of the boys remain on the farm. Nevertheless these Farm Life Schools have served a good purpose. They are mostly well located and will become points for consolidation. in a wider scheme to give all rural boys and girls high school opportunities and besides they have introduced the idea of good high school opportunities for rural boys and girls to the rural sections, so that the extra money put into these schools by the counties and by the state is by no means lost.

I shall probably get home Monday night or Tuesday morning and don't want to come to the office until the next Monday unless I am needed. In the last eleven weeks I have only been home about four days and my wife and babies think that it is time for me to give them a little attention, and with this I know you will agree.

I hope you get a good christmas vacation.

With kindest regards and greetings of the season, I am

Very truly yours,

Frank P. Bachman

NC 24

Superintendent of Public Instruction
State of North Carolina
Raleigh

file
N.C. survey

GENERAL EDUCATION BOARD
RECEIVED
DEC
31
1919
ANSWERED

December 29, 1919

Dr. Frank P. Bachman,
61 Broadway,
New York

Dear Dr. Bachman:

Your letter of December 27 was received this morning.

I have found for you two girls to do the clerical work for Mr. Shaw, and am reasonably sure that I will be able to secure others should the work demand. Both of the girls, as best I can learn from them, have had some clerical experience, both of them having done temporary work from time to time during the war and since for such agencies as the Food Adminsitration, draft board, etc., and I believe they will be able to handle Mr. Shaw's work satisfactorily.

Since I found that the necessary help could be secured here, I have made no special effort to get accurate information concerning a place for your girls to board, should you decide to bring them to Raleigh. They will have no difficulty in securing a place to board, but there may be some difficulty in securing a place for them to room. The usual charge for table board in the better places is $30 to $35 per month, or about $10 per week. If they secure a place to room in the same house in which they board, the room for the two will probably cost at the rate of about $30 per month, if elsewhere, at the rate of about $15 or $20. Should you decide to bring your girls with you, and will notify me, I will be glad to secure places for them.

As for the time when this work may begin, I am somewhat at a loss to know how to advise you. The first checking will be completed within a few days, and there will be no difficulty with those teachers whose certificates are regularly in shape, but it will take some time before all the certificates can be finally got in shape. I think, however, that Mr. Shaw can safely count on beginning the week commencing January 19. We will not have finished by them, but I hope that by the time that he is ready for those we have not finished them, we will have them in at least workable shape.

Practically all of the reports for last year are in and on file, and the census material may be secured from them at any time. There are just a few stragglers out, with which we are having difficulty, but I wored for them just before the holidays, and expect them to come in soon.

With best wishes for a happy and successful year,
Cordially yours,
A. H. Brown.

NC 245

December 27, 1919

Mr. A. S. Brower
State Department of Education
Raleigh, North Carolina

My dear Brower:

You will remember I asked you some days ago about when the budget data would be ready for Mr. Shaw to tabulate. Can you now give me a definite date on this matter?

Also, I asked you about the possibility of getting for two or three weeks' work two or three good girls to help Mr. Shaw. What is the prospect? Of course, Mr. Shaw would have to secure them after his arrival. Further, you will remember I spoke of bringing our own girls to Raleigh. What would be their room and board expenses? If you can answer these questions without too great inconvenience I shall certainly be under obligations to you.

At the same time, will you be good enough to let me know when the census material from the counties and cities will be ready?

Wishing you a happy and successful New Year, I remain

Very sincerely yours,

FPB:T

FRANK P. BACHMAN

NC 245

December 31, 1919

Dr. Julius Sachs
The Belnord
Broadway & 86th Street
New York City

Dear Dr. Sachs:

I wonder if you will look at the enclosed examination and telephone me your opinion on it either to our apartment tomorrow morning or to the office Friday morning. I am leaving town Friday afternoon for Texas and shall be gone between two and three weeks. I should like to turn this over to the printer before I leave.

I may say in explanation that this examination is to be given to fourth year high school students or first year college students in Latin. The questions are: Is it fair (inclining to the side of simplicity and ease)? Is it devoid of catch questions or of anything that is unusual?

Very sincerely yours,

ABRAHAM FLEXNER

P.S.

Also, don't let me make any mistakes. Think of what Brother McDuffee and his cohorts would say if they caught me napping on a Latin word or phrase!

A.F.

AF/ESB

NC245

December 31, 1919

Professor Nelson G. McCrea
430 West 119th Street
New York City

Dear Professor McCrea:

I wonder if you will look at the enclosed examination and telephone me your opinion on it either to our apartment tomorrow morning or to the office Friday morning. I am leaving town Friday afternoon for Texas and shall be gone between two and three weeks. I should like to turn this over to the printer before I leave.

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A. F.

AF/ESB

NC 245 Survey of Public Education
January - May, 1920

GEB

Box 118 Folder 1068

Columbia University
in the City of New York
DEPARTMENT OF CLASSICAL PHILOLOGY

GENERAL EDUCATION BOARD
RECEIVED
JAN 2 1920
ANSWERED

1C245+

January 1, 1920

Dear Dr. Flexner:

Thank you for letting me see the paper. I have gone over it with the greatest care, and am disposed to suggest only one change. In 4 would not clarus be better than noveis? Novus has no comparative of its own, and so in practice borrows this form from recens. But I take it that you wish to ask for the comparison of a normal adjective of the first and second declension.

In the second passage for translation constare may cause some difficulty. Caesar uses this word in the sense "to be known", "to be an established fact". These students have not met the word (at least in their ordinary reading) in the sense in which it is here used. Still, they should know the two elements of which it is com-

N.C 245

To Mr. Flexner

January 3, 1920

Memorandum re North Carolina Survey:

The tabulations now going on in the office will be completed by the end of next week, or, at most, by the middle of the following week. At that time we will let go the three girls who have been helping Shaw. Shaw will remain in the office for approximately the next ten days, working on summaries. About the 21st of January he is planning to leave for Raleigh to tabulate certain census data and the financial data included in the present budget. You will remember I spoke to you about taking the girls we now have in the office to Raleigh to assist Shaw. Mr. Brooks' office, however, informs me that we can doubtless get the needed assistants at Raleigh. It will take Shaw at Raleigh probably four to six weeks to make the needed tabulations, which, I am glad to say, will complete all of our rough statistical work.

F. P. B.

GC 245+

Columbia University
in the City of New York
DEPARTMENT OF CLASSICAL PHILOLOGY

GENERAL EDUCATION BOARD
RECEIVED
JAN 2 1920
ANSWERED

January 1, 1920

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In the second passage for translation constare may cause some difficulty. Caesar uses this word in the sense "to be known", "to be an established fact". These students have not met the word (at least in their ordinary reading) in the sense in which it is here used. Still, they should know the two elements of which it is com-

posed, and should therefore be able to get its meaning in so definite a context.

The paper is certainly quite fair in every way for first year college students, and for fourth year high school students who have had at least two books of Vergil. Curiously enough, the adjective dulcis is very rare until Vergil is reached and the same is true of the noun fons.

I hope you will have a very interesting trip. I shall be glad to know the results of this examination. "A Happy New Year" to you.

Very sincerely yours

Nelson G. McCrea

The Latin is above reproach.

N.C 245

To Mr. Flexner

January 3, 1920

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The tabulations now going on in the office will be completed by the end of next week, or, at most, by the middle of the following week. At that time we will let go the three girls who have been helping Shaw. Shaw will remain in the office for approximately the next ten days, working on summaries. About the 21st of January he is planning to leave for Raleigh to tabulate certain census data and the financial data included in the present budget. You will remember I spoke to you about taking the girls we now have in the office to Raleigh to assist Shaw. Mr. Brooks' office, however, informs me that we can doubtless get the needed assistants at Raleigh. It will take Shaw at Raleigh probably four to six weeks to make the needed tabulations, which, I am glad to say, will complete all of our rough statistical work.

F. P. B.

A C 245
N.C. Survey—
Tests

January 5, 1920

Mr. S. A. Courtis
82 Eliot Street
Detroit, Michigan

My dear Courtis:

I am not at all sure that I am still on your visiting list, but I assume that I am -- hence, this letter.

When we were working on Gary, it occurs to me that, among other things, you worked out a sheet for simplifying the scoring of the Thorndyke reading tests. If you have devised such a sheet, won't you be kind enough to send me a copy of it?

With kindest regards and best wishes, I remain

Very sincerely yours,

FPB:T

FRANK P. BACHMAN

NC245

January 5, 1920

Dr. John H. Finley
State Commissioner of Education
Albany, New York

My dear Dr. Finley:

h.c. survey

The Educational Law, as amended to July 1st, 1918, includes Article 33-A, comprising what might be called a city school code. Is this article, 33-A, printed by itself? If so, would it be possible for you to supply our office with fifty copies? We shall, of course, be glad to pay any charges.

Very truly yours,

FRANK P. BACHMAN

FPB:T

NC 245

January 6, 1920

Dr. Abrahmm Flexner
Grunewald Hotel
New Orleans, Louisiana

Dear Dr. Flexner:

Haggerty arrived Saturday and we have been discussing plans. In working these out we are running into financial difficulties.

The total appropriation for the testing work is $7,500, against which $120 has already been charged, leaving now available $7,380. Haggerty's total time, as he estimates it and as provisionally endorsed in the various letters to him, is five months, which, at $600 a month, amounts to $3,000, and we have estimated his total personal expenses at $1,200, making an aggregate for Haggerty of $4,200.

He feels that he will need a stenographer at Raleigh to keep in touch with the various people in the field; this service, for three months at probably $125 per month, will cost $375. For stamps, pencils, etc., for the office, we have estimated $200, making a total office expense of $575.

The royalty on the tests which we are printing, along with such additional printing as will be needed, will probably

aggregate $200.

Haggerty's plan is to get all the tabulation done in North Carolina that he can, but he is certain there will remain considerable tabulation to be done in Wisconsin, as he previously wrote you. To supervise these tabulations and assist him during the period of formulating his report, he proposes to employ a supervisor at $150 a month for four months, a total of $600. The woman he has in mind was at one time his secretary and has recently been working with Yerkes in Washington, but will be through about May 1st, in time to take up the work with Haggerty. It therefore seems necessary to engage her now.

The total of the foregoing obligations, before we start the field work, is $5,575, which, including the $120 already charged against this fund, leaves available for the remaining work only $1,805.

Haggerty's estimates at the present time, and as stated to you in his letter of May 15th, for the remaining portion of the work, exclusive of $3,000 for an assistant director, aggregate $9,000. As it is necessary for Shaw to be in Raleigh for four or five weeks to complete our own tabulations, I have proposed to Haggerty that he use Shaw as his assistant director; he would take care of the office work at Raleigh as well as help in the field. I think Shaw can do

our tabulations and this office work for Haggerty without materially interfering with his tabulation work. Accordingly, Shaw is leaving with me for Raleigh today. I hope you approve of this arrangement for Shaw.

Thus far I have felt we were on safe ground, as the various obligations had been previously contracted. As to the probable additional expenditure, which includes the expenses for examiners, traveling expenses of examiners, and cost of tabulating results, we do not know exactly what it will be and it is not necessary to provide for all of it immediately. The $1,805 of the $7,500 still unobligated will carry us for some time, but I am writing in order that you may be acquainted with the situation, and also that you may understand that I do not feel that we should, without proper authorization, enter into obligations in excess of the $1,805 which is our probable unencumbered balance from the original appropriation of $7,500.

Haggerty is spending today in Washington, cleaning up his work there, and will join Shaw and me this evening on our way to Raleigh. I will keep you informed of each step in our arrangements.

With greetings to you and Dr. Buttrick, and wishing "you all" a pleasant and profitable trip,

Very sincerely yours,

FPB:T

FRANK P. BACHMAN

NC 245

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE DEPARTMENT OF EDUCATION
ALBANY

LAW DIVISION
FRANK B. GILBERT
DEPUTY COMMISSIONER AND COUNSEL
IRWIN ESMOND
ASSISTANT COUNSEL

January 8, 1920

Mr Frank P. Bachman
General Education Board
61 Broadway
New York City

My dear Mr Bachman:

Your letter of January 5th addressed to Doctor Finley has been referred to me. I am directing that fifty copies of the Education Law as amended to July 1918 be sent to you under separate cover. I would call your attention to Article 33-a which relates to boards of education in the several cities of the State.

Very truly yours

A/A

Irwin Esmond

AC 245

January 10, 1920

Dr. Frank P. Bachman
Yarborough Hotel
Raleigh, North Carolina

Dear Dr. Bachman:

I am sending you, under separate cover, Bulletins 53, 54, and 55 of the University of Iowa, containing Ashbaugh's spelling scale. These pamphlets were addressed to you at Raleigh, and forwarded here. It occurs to me that perhaps you had written for them and want them at Raleigh.

Sincerely yours,

A. C. THORNBLUM

NC 245

JAMES O. BETELLE
CHARLES H. BAUER
GRANT A. C. BEHEE

GUILBERT & BETELLE
ARCHITECTS
665 BROAD STREET

GENERAL EDUCATION BOARD
RECEIVED
JAN 13 1920
ANSWERED

NEWARK, N. J., January 12, 1920.

Dr. Frank P. Bachman,
c/o Rockefeller Foundation,
#61 Broadway,
New York City.

Dear Dr. Bachman:

Regarding the plans and illustrations of the Delaware Rural Schools, I would suggest that you drop Dr. Odell a line and make a request for copies of these along the lines of your telephone conversation of a few days ago.

If you were to tell him you think the plans are pretty good and would like to use them in connection with your North Carolina work to illustrate to the citizens of that State your ideas for rural schools, I am sure he will be glad to let you have copies of same. If, however, you do not care to do this I will gladly speak to him for you.

Yours very truly,

James O. Betelle

JOB/TC

Copy sent to HPB at Yarborough Hotel Raleigh, N.C. Jan. 13/20

January 13, 1920

Mr. James O. Betelle
Guilbert & Betelle
665 Broad Street
Newark, New Jersey

Dear Sir:

Your letter of the 12th has been received in Dr. Bachman's absence. I am forwarding a copy of the letter to him, so that he may take the steps you suggest.

Very truly yours,

[redacted]

Secretary to Dr. Bachman

February 13, 1920

Mr. James O. Betelle
Guilbert & Betelle
665 Broad Street
Newark, New Jersey

Dear Mr. Betelle:

Your letter of January 12th was forwarded to me at Raleigh, North Carolina.

The North Carolina people have been so busy recently with far-reaching and fundamental movements that they have scarcely had time to take up the building question. Some time, however, I hope that I can get three or four of your one-room school plans to present to them. When the time becomes ripe for this movement, I shall again communicate with you, and we can then take up the matter of selecting the plans most likely to be useful.

I hope that everything is going well with you in your Delaware work. It is certainly a significant task.

With kindest regards and best wishes, I remain

Sincerely yours,

FRANK P. BACHMAN

FPB:T

C245

January 20, 1920

Dr. Frank P. Bachman
Yarborough Hotel
Raleigh, North Carolina

Dear Dr. Bachman:

I am in receipt of your telegram, and send you, by registered mail, the following summaries:

1. Ages of Teachers (White and Colored)

2. Ages of Teachers with War Emergency Certificates (White)

3. Preparation of Teachers (White)

4. Preparation of Teachers with War Emergency Certificates (White)

5. Years of Service in Present Position (White and Colored)

6. Years of Service in North Carolina (White and Colored)

7. Total Teaching Experience (White and Colored)

8. Kinds of Certificates Held (White and Colored)

9. Attendance at Summer Schools by Years (White) -- See statement below.

When it came to tabulating the summer school attendance by terms, it was found impossible to make it check with the tabulations by years. It would have taken forever to re-interpret

the cards as they had been originally interpreted! (Mr. Shaw will explain that riddle.) In any event, Mrs. Tonser explained that it would take less time, and make a more satisfactory job, to re-tabulate the data by years. This was done, and the summary sheet sent you is therefore not in accordance with the revised tabulations. I have intended making a new summary sheet to ward off Mr. Shaw's wrath, but haven't gotten around to it. Please tell him the original tabulations are here, in case he prefers them.

With best wishes,

Sincerely yours,

A. C. THORNBLUM

A C245

CLASS OF SERVICE	SYMBOL
Day Message	
Day Letter	DL
Night Message	NM
Night Letter	NL

If none of these three symbols appears after the check (number of words) this is a day message. Otherwise its character is indicated by the symbol appearing after the check.

WESTERN UNION TELEGRAM

JAN 19 PM 6 05

BROAD ST. N.Y.

NEWCOMB CARLTON, PRESIDENT — GEORGE W. E. ATKINS, FIRST VICE-PRESIDENT

CLASS OF SERVICE	SYMBOL
Day Message	
Day Letter	
Night Message	
Night Letter	

If none of these three symbols appears after the check (number of words) this is a day message. Otherwise its character is indicated by the symbol appearing after the check.

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1920 JAN 19 PM 5 52

RALEIGH NC 522P 19

MISS ANNA THORNBLUM

3160

GEN EDUCATION BOARD 61 BROADWAY NEWYORK NY

SEND BY REGISTERED MAIL THE SUMMARY SHEET IN EACH CASE OF ALL OF OUR DIFFERENT TABULATIONS ON TEACHERS BOTH WHITE AND COLORED

F P BACHMAN.

ARCHIVAL COPY

1 C 245

PRIVATE OFFICE

THE YARBOROUGH

B. H. GRIFFIN HOTEL CO., PROPRIETORS

B. H. GRIFFIN, PRESIDENT

THE KENNON
GOLDSBORO, N. C.

RALEIGH, N. C.

January 24, 1920.

GENERAL EDUCATION BOARD
RECEIVED
JAN
26
1920
ANSWERED

Dr. Abraham Flexner,
General Education Board,
61 Broadway,
New York, N.Y.

Dear Doctor Flexner:-

I have been as busy as a June bug the last three weeks. We now have Haggerty's work planned, the tests are all arranged and his printing is coming along nicely. He begins his training for testing next week. We are having some difficulty in getting the necessary help in testing, not because the people here are not willing, but because they are so loaded down with other duties. This applies particularly to thepeople in the State Department. We will, however, in some way be able to pull the thing through.

I have worked exclusively with the Examining Board the last week. The certification scheme as a whole, as thus far developed, cannot be commended. Indeed, you will appreciate the condition when I say to you that of the 12,000 teachers reporting to us and upon which we based our tabulations, over 2,000 reported no certificates at all. Whereas, in the present budget reports, the number now teaching without certificates reaches at least 3,000 or 4,000. In a word, it has been necessary to establish a certification system from the foundations up, and, as you understand necessary to do at this time owing to the necessity of Supt. Brooks being in position to procure from the Special Legislature the funds for the schools for next year. Yesterday, we had a conference with all the colleges in the State interested in the preparation of teachers. This meeting was called by Brooks to present the general outline of the proposed scheme and to obtain such suggestions as might be of value. The meeting was a most interesting one, and as the men left the meeting, they repeatedly remarked that it was the most important educational meeting in this State within a decade.

Although I have been here on this trip three weeks, I have thus far been unable to touch my own work, but hope within the next two weeks to clean up what I still have to do. In all events, I hope to get home about Feb. 12th.

Hoping that everything is going well with you,
I remain

Very truly yours,

Frank P. Bachman

NC245

January 24, 1920.

Dr. Frank P. Bachman
State Department of Public Instruction
Raleigh, North Carolina.

Dear Bachman:

Whenever you have printed the Latin tests, I wish you would send me a number of copies of it. I will take measures to have the test given in other schools, as we arranged at Columbia. I am writing Prof. Fiske today to ask him whether he can not arrange to have all the Latin papers marked for us.

Very sincerely yours,

ABRAHAM FLEXNER

AF:BSB

nc245

January 24, 1920.

Prof. Thomas S. Fiske
431 West 117th Street
New York City.

Dear Professor Fiske:

The General Education Board is now conducting a survey of public education in the state of North Carolina. We want to introduce a new feature into this survey - namely, the testing by examination of high school and first year college students in certain generally taught subjects. I am wondering whether it would not be possible for you to undertake to have the Latin papers graded for us by examiners who have had experience in grading for the College Entrance Board. If you are sympathetic with this suggestion, and I hope very much that you may be, won't you call me by telephone - Bowling Green 7100 - in order that we may have a further word about it?

Very sincerely yours,

ABRAHAM FLEXNER

ARCHIVAL COPY

OV C 45
NC Survey

January 27th, 1920.

Dr. Abraham Flexner,
General Education Board,
#61 Broadway, New York City.

Dear Dr. Flexner:-

The twilight deepens into darkness.

When I talked with you about tabulating certain financial data contained in the State school budgets, the task seemed simple and also the use in our report of this tabulation seemed clear. We purposed to tabulate all the teachers of the State according to certificate held and salary received, which we estimated would take Shaw and three or four girls approximately a month. Again we purposed to use this tabulation along with out tabulation of the qualifications of teachers to force home the truth that whereas the teachers on the one hand are not well prepared, they are likewise poorly paid. In consequence, before the State can expect to have trained teachers it must not only raise the standards for certificates, but also increase their salaries and provide the requisite teacher training institutions.

Last week was spent, as I wrote you, working with the Examination Board on a fundamental revision of their entire certification scheme. The new scheme is founded on two well recognized principles. First, each certificate is based on a definite length and kind of school training, and second, a given minimum annual salary is prescribed for each grade of certificate. As I have written, it seems imperative at this time to thus revise the present certification scheme because the last Legislature voted funds for the schools for a single year only, and it is necessary for Dr. Brooks to appear before the special session, which will probably convene in July, and ask for funds for the next school year.

In presenting his case to the Legislature Dr. Brooks is convinced that he must ask for more money, else the schools will be further stripped of their well trained teachers. The salaries offered must not only attract well trained teachers, but also be sufficient to hold them in service. In order to secure the needed funds he is quickly convinced that he must make his plea for higher salaries upon the basis of adequate training - academic and professional - and be in position not only to inform the Legislature of what the minimum salary for each grade of certificate should be, but also the probable number of teachers that would hold each grade of certificate and draw the given prescribed minimum salary. In a word, Dr. Brooks is facing the problem of making a real State School Budget, such as we used to make in New York City. If Dr. Brooks can put through the special session of the Legislature this budget, carrying with it an adequate minimum salary law and an adequate certificate

scheme, a big part of our work here will have been completed.

For the purpose of our report, the tabulation as originally planned would ordinarily suffice, but it will not suffice to provide Dr. Brooks with the data he needs to present his case to the special session of the Legislature. To provide him with the needful data it will be necessary, first, to tabulate the teachers now in service according to certificates and present monthly salary, as shown on the present budget, which does not give the annual salary nor the length of the school term. Second, it will be necessary to extend these present monthly salaries to an annual basis, which will differ with the school according as the school term is six, seven, eight or nine months, and then retabulate the sixteen thousand teachers of the State on the basis of certification now held and actual present annual salary. Third, it will be necessary when the Examining Board has once completed its new certification scheme and have revalued in terms of this new scheme the certificates now held to retabulate the teachers according to the minimum annual salary prescribed for each grade of ~~certificate~~ and the given certificate held. These tabulations will enable Dr. Brooks to present to the Legislature a complete and detailed bill of costs for the next school year.

You can readily understand that revaluing sixteen thousand certificates places upon the Examining Board a heavy burden. The have a specific appropriation from the Legislature, and are now carrying a three thousand dollar deficit from last year, consequently are without funds to provide the extra clerical help needed to enable them to revalue on short notice the certificates of all the teachers of the State, nor has Dr. Brooks funds which he can divert to their use, to say nothing of funds for the three tabulations described above.

Shaw, Mr. Brower, the Financial Clerk, and myself have gone over the whole matter, and it is our opinion that to do the requisite tabulations which on the one hand will give us the material we need for our report, and on the other hand enable Dr. Brooks to carry through his minimum salary law and certification scheme, will cost for clerical help not less than $ 1,500.00. Under ordinary conditions not more than $ 300.00 or $ 400.00 of this amount would be directly charged to our survey. The new minimum salary scale and certification scheme would go into operation after the passage of the new code and provision would be made therein for the additional clerical expense involved. But if part of our program for North Carolina must be put over at this special session of the Legislature, as Superintendent Brooks and his colleagues feel is imperative, it would seem incumbent upon us to make these tabulations now, thus requiring an additional expenditure of $ 1,000.00 to $ 1,100.00, or a total for all the tabulations involved of $ 1,500.00.

I believe that $ 1,500.00 cannot be put to better use than to make these tabulations, needful, first, under the condition for our survey report, and second, absolutely essential to the securing at the special session of the Legislature a new minimum salary law and certification system. Unless we do this additional work, our progra

as a whole, it seems to me, will be endangered and, more to the point, we will leave Superintendent Brooks to carry probably the most significant educational program of a generation without adequate aid and support.

In the memorandum left for you on the North Carolina Survey I suggested that probably $ 2,500.00 should be appropriated for field expenses for this year. If now $ 1,500.00 is devoted to the tabulations in question it will be necessary to increase the amount ($ 2,500.00) to at least $ 3,500.00, and I am inclined to think that the total might better be made $ 4,000.00, in view of Shaw's necessarily longer stay here.

I am asking Dr. Brooks to present to you his side of the case.

With kindest regards, I am,

Very truly yours,

Signed (Frank P. Bachman

ARCHIVAL COPY

NC-245

Superintendent of Public Instruction
State of North Carolina
Raleigh, N. C.

GENERAL EDUCATION BOARD
RECEIVED
JAN 29 1920
ANSWERED

January 27th, 1920.

Dr. Abraham Flexner,
General Education Board,
#61 Broadway, New York City.

Dear Dr. Flexner:-

Dr. Bachman is writing you today asking for an additional appropriation of about $ 1,500.00 to complete certain tabulation which will be necessary for this Department to have in order to put before the special session of the General Assembly in July in a business-like way the new plan of certification and salary schedule for teachers.

In my conversation with you in New York I stated that it would be necessary for us to establish a new tax rate when the special session convenes in July. This is due to the fact that the entire property of the State is being revalued and the General Assembly will be called as soon as this new revaluation has been completed. We can have no school budget until the new rate is fixed on the new property values and everything depends upon the new rate to be fixed when the special session convenes. If we fail then we shall have to make the fight anew in January, 1921, after one failure has been registered against us. The General Assembly which will convene in July is the same General Assembly that was so friendly to education a year ago and we have every reason to expect that if we can present a complete itemized bill of costs we shall have no difficulty in securing the funds from this Legislature to put into operation the proposed minimum salary schedule and certification scheme.

Dr. Bachman has given you in detail the needs of this Department and why we have no funds available for securing this necessary data. We feel that this data is so necessary and the time is so short that it would be a calamity to delay the matter. I feel also that this work should be completed by April or May, in time for us to begin a tactful campaign in order that the members of the General Assembly and the business men of the State may see exactly what the State needs in order to inaugurate an educational system adequate to its needs.

With kind personal regards, I am,

Very truly yours,

E. C. Brooks.

B-W

Superintendent.

STATE BOARD OF EXAMINERS AND INSTITUTE CONDUCTORS

STATE OF NORTH CAROLINA

RALEIGH

BROOKS, SUPERINTENDENT PUBLIC INSTRUCTION
CHAIRMAN EX OFFICIO

A. T. ALLEN, SUPERVISOR TEACHER TRAINING
SECRETARY EX OFFICIO

MISS SUSAN FULGHUM, GOLDSBORO
MRS. T. E. JOHNSTON, SALISBURY
MISS HATTIE PARROTT, KINSTON
D. F. GILES, RALEIGH
J. HENRY HIGHSMITH, RALEIGH

RECEIVED JAN 23 1920 GEN. EDUC. BOARD ANSWERED

January 27th, 1920.

Dr. Abraham Flexner,
General Education Board,
#61 Broadway, New York City.

Dear Dr. Flexner:-

[redacted]

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In presenting his case to the Legislature Dr. Brooks is convinced that he must ask for more money, else the schools will be further stripped of their well trained teachers. The salaries offered must not only attract well trained teachers, but also be sufficient to hold them in service. In order to secure the needed funds he is equally convinced that he must make his plea for higher salaries upon the basis of adequate training - academic and professional - and be in position not only to inform the Legislature of what the minimum salary for each grade of certificate should be, but also the probable number of teachers that would hold each grade of certificate and draw the given prescribed minimum salary. In a word, Dr. Brooks is facing the problem of making a real State School Budget, such as we used to make in New York City. If Dr. Brooks can put through the special session of the Legislature this budget, carrying with it an adequate minimum salary law and an adequate certification

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I believe that $ 1,500.00 cannot be put to better use than to make these tabulations, needful, first, under the condition for our survey report, and second, absolutely essential to the securing at the special session of the Legislature a new minimum salary law and certification system. Unless we do this additional work, our program

as a whole, it seems to me, will be endangered and, more to the point, we will leave Superintendent Brooks to carry probably the most significant educational program of a generation without adequate aid and support.

In the memorandum left for you on the North Carolina Survey I suggested that probably $ 2,500.00 should be appropriated for field expenses for this year. If now $ 1,500.00 is devoted to the tabulations in question it will be necessary to increase the amount ($ 2,500.00) to at least $ 3,500.00, and I am inclined to think that the total might better be made $ 4,000.00, in view of Shaw's necessarily longer stay here.

I am asking Dr. Brooks to present to you his side of the case.

With kindest regards, I am,

Very truly yours,

Frank P. Bachman

GC C245

B. SOLOMON

CHAS. B. NEWCOMB

BOARD OF EDUCATION

THOS. E. COOPER, CHAIRMAN

WASHINGTON CATLETT
COUNTY SUPERINTENDENT PUBLIC INSTRUCTION
NEW HANOVER COUNTY

JOHN J. BLAIR, CITY SUPERINTENDENT

WILMINGTON, N. C. January 28th, 1920.

GENERAL EDUCATION BOARD
RECEIVED
JAN
31
1920
ANSWERED

Dr. A.Flexnery Secretary,
General Board of Education,
61 Broadway,
New York City.

Dear sir;-

We anticipate making a survey of our school system immediately and have been advised by Prof. N.C.Newbold of Raleigh, N.C., that you would be in a position to give us some valuable information along this line.

We will appreciate your advice and if you will put us in touch with such organization or person doing this work we will be under many obligations to you.

Very truly yours,

Chas. B. Newcomb

cbn-rd

February 10, 1920

Mr. Charles P. Newcomb

Wilmington, North Carolina

Dear Mr. Newcomb:

I have yours of January 28 in reference to the proposed survey of the school system of Wilmington. As you may know, the General Education Board is now conducting a survey of the public schools of the state in co-operation with a state survey commission. Detailed information regarding this survey can be obtained from the state superintendent of education, Dr. Brooks.

Should the City of Wilmington be interested in procuring a separate and more intensive survey, I suggest that the Board of Education of Wilmington communicate with Dr. Bruce R. Payne, President of The George Peabody College for Teachers. The staff of George Peabody College has already made a number of local surveys of this character and is in position to do the work well.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

(Jan. 1920) 5 1/2 x 8 1/2

NC245

LATIN EXAMINATION

1. Translate the following passage from Caesar:

Pompeius suorum omnium hortatu statuerat proelio decertare. Simul Caesar toti exercitui imperavit ne iniussu suo concurreret. Dixit se, cum id fieri vellet, signum daturum. Nostri milites dato signo progressi sunt. Eodem tempore equites ab sinistro Pompeii cornu procucurrerunt; quorum impetum noster equitatus non tulit.

Quod ubi Caesar animadvertit, quartae aciei, quae se ad id tempus loco temuerat, dedit signum. Illi celeriter procucurrerunt et tanta vi in Pompeii equites impetum fecerunt, ut eorum nemo consisteret. Eodem tempore tertiam aciem Caesar, quae quieta fuerat, procurrere iussit. Ita cum recentes atque integri defessis successissent, alii autem a tergo adorirentur, sustinere Pompeii milites non potuerunt atque universi terga verterunt.

2. Translate the following passage from Cicero:

Urbem Syracusas maximam esse Graecarum, pulcherrimam omnium, saepe audistis. Ea tanta est urbs ut ex quattuor urbibus maximis constare[1] dicatur, quarum una est, quam dixi, Insula; in hac insula extrema est fons aquae dulcis[2], cui nomen Arethusa est, incredibili magnitudine, plenissimus piscium[3], qui fluctu totus operiretur[4], nisi munitione ac mole[5] lapidum[6] dijunctus esset a mari.

[1] constare - to consist
[2] dulcis - sweet
[3] piscis - fish
[4] operio - cover
[5] molis - barrier
[6] lapis - stone

3. Decline hiberna, iter, idem, mantius.

4. Compare clarus, facilis, celeriter.

5. Give the principal parts of progredior, possum, cognosco.

6. Conjugate: imperfect subjunctive passive, accipio;
infinitives active, iubeo.

7. Translate into Latin:

Caesar sent troops to attack the camp of the Helvetians.

January 30, 1920

MEMORANDUM FOR DR. BUTTRICK

RE LETTERS FROM DR. BROOKS AND DR. BACHMAN, DATED JANUARY 27, 1920

When Dr. Brooks was in the office during Christmas week while you were in Chicago, he told me that he confidently expected to get from the special session of the legislature which convenes in July an adequate school budget, provided he could present to the legislature convincing arguments as to the need. In order to make this argument, Dr. Brooks needs certain detailed information regarding the training and pay of teachers which is not now in the possession of the Department of Education of North Carolina. In Dr. Bachman's opinion, if Brooks can put through the law which he has in mind, the state survey will have accomplished one of the biggest things that it can hope to achieve. We have made a partial study of the state from the points of view just mentioned, adequate for the purposes of our survey, but not adequate in the view of either Dr. Bachman or Dr. Brooks for the argument which he must make before the legislature. To secure and tabulate the additional data needed will cost $1,500. The State Department has no money applicable to such work. Dr. Brooks and Dr. Bachman join in asking us to appropriate $1,500 or as much thereof as may be needed for the purpose. Inasmuch as the total cost of the North Carolina survey is going to be a very reasonable one ($7,500 for the general survey), I am inclined to think that the investment would be a good one. I hope the Executive Committee may see fit to take favorable action.

Should we carry out the scheme that you and I have often talked about, namely - making a demonstration in North Carolina of what a state system can do, the information which Dr. Brooks now needs would be indispensable.

A. F.

NC 245

February 2nd, 1920

Dr. Frank P. Bachman
606 North Blount St.
Raleigh, N.C.

Dear Dr. Bachman:-

Dr. Brooks' letter of January 27th and yours of the same date were presented at a meeting of our Executive Committee held this forenoon.

We provided for the additional $1500 asked for by taking the following action:

> "WHEREAS at a meeting of the Executive Committee held January 27, 1920 an additional sum of Two thousand five hundred Dollars ($2,500) was appropriated to defray further traveling, clerical, and miscellaneous expenses, incident to the general field work of the North Carolina survey;
>
> AND WHEREAS in order to comply with the joint request of Superintendent Brooks and Dr. Bachman an additional sum of Fifteen hundred Dollars ($1,500) will be necessary in order to complete certain tabulation regarding the training and pay of teachers in the schools of North Carolina;
>
> THEREFORE BE IT RESOLVED, That the resolution adopted by the Executive Committee January 27, 1920 be, and it hereby is, amended so as to read as follows:
>
> RESOLVED, That an additional sum of Four thousand Dollars ($4,000) be, and it hereby is, appropriated to defray further traveling, clerical, and miscellaneous expenses, incident to the general field work of the North Carolina survey."

It seemed to us better not to make "two bites of a cherry." It is, of course, understood that the additional $1500. is to be used for the purposes defined in Dr. Brooks' letter and your own.

Cordially yours,

WALLACE BUTTRICK,

WB/BLA

AC 245

February 2nd, 1920

Hon. E. C. Brooks, Supt. Public Instruction
Raleigh, N. C.

Dear Dr. Brooks:-

Replying to your letter of January 27th, I am sending you a carbon copy of a letter which I have just now dictated to Dr. Bachman.

Trusting that this will be satisfactory to you, I am, with continued kind regards,

Very sincerely yours,

Wallace Buttrick,

WB/BLA

AC 245

STATE EDUCATIONAL COMMISSION

RALEIGH, N. C.

BELL TELEPHONE 2111

COMMISSION
ROBERT H. WRIGHT, CHAIRMAN
C. B. BREWER
L. J. BELL
C. C. WRIGHT

SURVEY STAFF
FRANK P. BACHMAN, LOCAL DIRECTOR
M. E. HAGGERTY, TESTS AND MEASUREMENTS
FRANK L. SHAW, STATISTICIAN
Miss A. C. THORNBLUM, SECRETARY

GENERAL EDUCATION BOARD
FEB 9 1920
ANSWERED

February 7,1920.

Dr. Abraham Flexner,
New York City.

My dear Dr. Flexner:

In pursuit of our program of testing in North Carolina, we have begun the work in Pitt and Wake counties. In Pitt county, after tests had been given in twelve one room rural schools, the work was delayed by the very heavy rains of this week, and is now indefinitely postponed on account of the flu. President Wright, who with his faculty is putting the Pitt county work through for us, has quarantined his normal school, and work in that county must be delayed until the danger from flu is past, and this quarantine is lifted. The machinery is set for completing the work as soon as conditions permit.

In Wake county we have completed about one-third of the schools. There is considerable flu here, so that a small number of the schools are closed, and there is some absence in others. Our plans are to continue the work in Wake county next week with as large a number of examiners as we can secure, and we hope if the weather and the influenza permit, to complete all of this work excepting the city of Raleigh, by the 13th.

Monday morning, I am going to Salisbury to begin the work in Rowan county, and if conditions are favorable we shall complete the work in that county by February 20. Mr. Shaw goes on Monday with a group of examiners to McDowell county, and I plan to go there during the week of February 16. Under favorable conditions, that work will also be completed by February 20.

The work in these four counties comprises all that we have at present planned for the rural schools. It will hardly be feasible to work in the cities selected during the week of February 23, because of the absence of superintendents and others at the Cleveland meeting. We shall have the arrangements all made for beginning the city work on March 1st, and barring any unforeseen obstacles we should be able to complete our city work easily during the month of March.

STATE EDUCATIONAL COMMISSION

RALEIGH, N. C.

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Dr. Abraham Flexner, # 2.

I should like very much to attend the Cleveland Meeting during the week of February 23. If our plans miscarry, and it seems advisable for me to stick to North Carolina for that week, I should of course want to do so. But I should be glad to have your approval of my week of absence from the state if at that time in my judgment, conditions should so warrant.

We shall be able shortly to send you a complete set of testing materials which we are using.

Cordially yours,

M. E. Haggerty.

M. E. Haggerty.

Director Division of Tests and Measurements.

February 9, 1920.

Dr. M. R. Haggerty
606 N. Blount Street
Raleigh, North Carolina.

Dear Dr. Haggerty:

I have your very interesting letter of February seventh, and I regret the obstacles which you are meeting. Unfortunately the "flu" is no respecter of school surveys.

In the matter of the Cleveland meeting, please use your own judgment. I shall be delighted to have you attend the conference if you desire to do so.

Very sincerely yours,

ABRAHAM FLEXNER

AF:BSB

01 C 245

STATE EDUCATIONAL COMMISSION

RALEIGH, N. C.

BELL TELEPHONE 2111

GENERAL EDUCATION BOARD
RECEIVED
FEB
11
1920
ANSWERED

COMMISSION
ROBERT H. WRIGHT, CHAIRMAN
C. H. BREWER
L. J. BELL
C. C. WRIGHT

SURVEY STAFF
FRANK P. BACHMAN, LOCAL DIRECTOR
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February 9,1920.

Dr. Abraham Flexner,
New York City.

Dear Dr. Flexner:

The last three weeks have been crowded with work. During most of this time I have been working side by side with the Board of Examiners, helping them work out a new certification and salary schedule scheme. While it has been a delightful piece of work, it has certainly been a strenuous one.

The results of this work have been presented to two conferences of teachers of education in the various state schools, as well as teachers of education in the private schools. The outcome of these conferences as a whole has been excellent. In a state where very little regard has been given to the equipment of an institution for the preparation of a particular kind of teachers, naturally enough there will be some difficulties in the adoption of a scheme that makes it necessary for each institution to attempt only what it can do well. There is every reason to believe, however, that the several institutions will adjust themselves to the new requirements.

Last Friday night we held our conference with the City Superintendents. About twenty-five of the larger cities were represented. This was, so far as I am concerned, the most satisfactory conference I have ever attended. We were in session all Friday afternoon and Saturday evening, and without any undue pressure from any source, and after the frankest expression of opinions, the conference almost unanimously adopted some six resolutions, opening the way for the new city code which we have in mind.

I am getting together such materials as will be needed, to bring with me to New York, and hope to be in the office not later than Thursday morning.

With kindest regards and best wishes, I am

Very truly yours,

Frank P. Bachman

01 C 245

STATE EDUCATIONAL COMMISSION

RALEIGH, N. C.

BELL TELEPHONE 2111

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With kindest regards and best wishes, I am

Very truly yours,

Frank P. Bachman

Dr Bachman

NC245

Superintendent of Public Instruction
State of North Carolina
Raleigh

February 11, 1920.

GENERAL EDUCATION BOARD
RECEIVED
FEB 14 1920
ANSWERED

Dr. Wallace Buttrick,
General Education Board,
61 Broadway,
New York, N. Y.

Dear Dr. Buttrick:-

Your letter announcing that the Executive Committee of the General Education Board had voted an additional sum of $4,000 to defray miscellaneous expenses, etc, incident to the general field work of the North Carolina survey, brought us great joy.

I wish to thank the General Education Board for this appropriation for without these funds we would have been hopelessly lost in our efforts to work out a new certification scheme and to present our case to the special session of the Legislature.

In this connection permit me to point out briefly the significance of the program in hand, both for the State, for the teachers in service and for the institutions offering teacher training. Our new certification scheme and salary schedule will place clearly before our people standards of teacher preparation and fix a minimum salary schedule which in our opinion is necessary to attract and to hold in the profession well trained teachers. Under the previous method of employment our teachers had little idea of what was necessary for them to do to advance themselves in the profession. They were not encouraged by any salary schedule to desire to rise from one level to a higher level. It is the purpose of our new certification scheme to make it clear to the teachers the kind of educational requirements to secure a certain type of certificate and a certain salary.

Up to the present time so little has been required of our teachers either on the academic or professional side that any of our institutions might easily enter into the training of all kinds of teachers. The result

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2....Dr. Wallace Buttrick.

is, teachers have not been well prepared in any particular kind of college to do a particular piece of work. The new scheme in no wise attempts to lay down special teacher training courses for the colleges, but when the new salary schedule is worked out, based on certain academic and professional qualifications, it can be easily seen that the colleges sooner or later will have to conform to it. Then each institution, in my judgement, will offer the kind of training it is best prepared to give.

These results cannot all be expected at once, of course. It will take time, perhaps many years for them to materialize fully.

Dr. Bachman has given us very valuable assistance in our efforts to work through this confusion to a clearer basis that teachers can understand and appreciate. His fund of information and his zeal for improving standards of teaching have been of great value to this Department. We are greatly indebted to him personally for this fine assistance.

I have written you at length in order to show you why we appreciate the appropriation from the General Education Board.

With kind personal regards, I am

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

February 14, 1930

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Dr. Brooks:

Dr. Buttrick has shown me your very kind letter of February 11 and I share his gratification that our appropriation enables you to go ahead with your important certification scheme. The plan seems entirely sound and logical and I trust that no practical difficulties will be encountered in working it out.

We are all happy that Dr. Bachman has been able to assist you. He is, as you say, a fine fellow and one of the most competent in the country.

With warm regards, in which we all join,

Sincerely yours,

ABRAHAM FLEXNER

AF/ESE

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK

Dup C 245
GENERAL EDUCATION BOARD
RECEIVED
FEB
13
1920
ANSWERED

February 11, 1920.

Dr. Abraham Flexner,
c/o General Education Board,
61 Broadway,
New York City.

Dear Dr. Flexner:

I have just returned from a very interesting trip to Greensboro, North Carolina, where I am undertaking a survey looking to the development of a building program for that city. I have, as well, spent some time recently at Winston-Salem, North Carolina, in conference with Mrs. R. J. Reynolds and with the Superintendent of Schools at Winston-Salem. I am advising with them at this time with respect to the building program which they are undertaking.

I am writing you because of the survey which you are directing in North Carolina, of my impressions gathered from the two communities in which I have worked. I know of no other communities in the United States that are more alive to the needs of public education, or more willing to profit by the advice and help which can be given, than these two cities in North Carolina. I had always looked upon North Carolina as particularly backward. My observations lead me to believe that this has been true in the past. At the present time I feel confident that they are ready to go ahead in a big way, and that the progress which is made in North Carolina will mean much to all of the southeastern part of the United States. I think you are to be congratulated upon the opportunity which you have in the survey which you are now conducting. The future of North Carolina, as determined by your recommendations and by the help which you are able to give them, may very well mean the future of public education throughout the south.

Yours cordially,

George D. Strayer

February 13, 1930

Dr. George D. Strayer
Teachers College
Columbia University
New York City

Dear Strayer:

Thank you very much for your kind favor of the eleventh giving me your views of the situation and possibilities of North Carolina. I shall venture to quote from this letter when the future of our work in North Carolina comes up for discussion.

I am sorry to have to disappoint you about tonight. As a matter of fact, I have come back from the trip, but am in bed with a cold and am dictating this flat on my back.

With warm regards,

Sincerely yours,

ABRAHAM FLEXNER

AF/ESB

NC 245

STATE EDUCATIONAL COMMISSION

RALEIGH, N. C.

BELL TELEPHONE 211

RECEIVED MAR 6 1920 GENERAL EDUCATION BOARD ANSWERED

COMMISSION
ROBERT H. WRIGHT, CHAIRMAN
C. B. BREWER
L. J. BELL
C. C. WRIGHT

SURVEY STAFF
FRANK P. BACHMAN, LOCAL DIRECTOR
M. E. HAGGERTY, TESTS AND MEASUREMENTS
FRANK L. SHAW, STATISTICIAN
MISS A. C. THORNBLUM, SECRETARY

March 1, 1920.

My dear Dr. Bachman:

I am enclosing one of Brownie cards. As his people are working on this they will be able to complete, probably, any tabulations you may need. How many cross tabulations, (by that I mean for example, the salary paid in relation to the grade of certificate held, the salary in relation to experience) will you want? It seems to me you will want the first of these anyway, and the second would be interesting. But, of course, the more cross work done the more time it takes and I don't want to do it unless you are going to use it. It will be easier just to make the straight distributions.

Talking of pay I am still wondering why I was the only one left out.

Yours sincerely. F. L. Shaw

March 6, 1920

Mr. Frank L. Shaw
State Educational Commission
Raleigh, North Carolina

My dear Shaw:

The tabulations of teacher data are, in the first place, to satisfy Dr. Brooks's need, and it seems to me that all tabulations should be worked out from this point of view. Won't you take up with him and Brower just what cross-tabulations they want? While probably I can offer nothing at this distance, yet I should like to see what you decide upon before you finally go forward, on the chance that I may be able to offer a suggestion. With the tabulations meeting Brooks's needs determined, probably we can take out from them what we want for our report, without making any additional tabulations. It seems to me that Tables I and II are about all that we shall need, though let us reserve our decision until after you have decided what is to be done for Brooks.

With regard to the salary intervals, you will have to determine that, it seems to me, somewhat by the actual range, so as not to make too formidable a table, and yet have the table meaningful. I will leave the final decision on this point to you. In any event, it probably should not be more than $25.

While we probably should not need it, it seems to me that Brooks will need a table which will give the teachers by new certificates and new salaries.

I hope everything is going well with you and Haggerty. Give the office my warmest regards.

Sincerely yours,

F. B. BACHMAN

FPB:T

Tables forms returned

NC245

March 10, 1920

Mr. M. E. Haggerty
State Educational Commission
Raleigh, North Carolina

Dear Haggerty:

You will remember we made arrangements to have the Latin tests graded here in New York. I hope the tests in the high schools and in the colleges are advancing satisfactorily. It might be advisable, as soon as you finish a county or a particular college to forward us the sheets. In that way we might get the grading under way.

Also, what suggestions have you with regard to having these same Latin tests given in other high schools? You will doubtless be able to give them in certain sections, and it may be that we can arrange to have them given in a few schools in the vicinity of New York. We shall be glad, however, to have any suggestions about this from you.

Very sincerely yours,

FPB:T

FRANK P. BACHMAN

AC245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

March 8, 1920.

GENERAL EDUCATION BOARD
RECEIVED
MAR
11
1920
ANSWERED

Dr. Wallace Buttrick, President,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Sir:-

I have just received your letter March 5, and am distressed to learn that you are in the hospital and that you have been forced to loose one of your eyes. I sincerely hope you will soon be entirely well. Under the circumstances I think you should not take on any extra work and that you should spare yourself in every way possible.

For sometime I have wanted to write you and tell you how thankful I am, as chairman of the Educational Commission, that your Board has seen fit to send into our State Mr. Bachman to do the survey work. We owe a debt that we will never be able to pay for the splendid service that Bachman has already done and I am sure that when he gets through with his report that the General Assembly of our State will adopt the most far reaching educational program that has ever been "put over" in North Carolina, and most of the credit for this will be due the splendid service that Bachman has rendered us. There are unlimited educational possibliities in North Carolina and our people seem hungering and thirsting for the right kind of help and leadership. The field is ripe unto the harvest and our people are ready and anxious for any good thing in education. I confidently expect the next five years to be epoc making in our State.

With kindest personal regards and best wishes, I am

Yours cordially,

Robert H. Wright

RHW/R

President.

NC245

STATE EDUCATIONAL COMMISSION

RALEIGH, N. C.

BELL TELEPHONE 2111

GENERAL EDUCATION BOARD RECEIVED MAR 15 1920 ANSWERED

COMMISSION
ROBERT H. WRIGHT, CHAIRMAN
C. H. BREWER
L. J. BELL
C. C. WRIGHT

SURVEY STAFF
FRANK P. BACHMAN, LOCAL DIRECTOR
M. E. HAGGERTY, TESTS AND MEASUREMENTS
FRANK L. SHAW, STATISTICIAN
MISS A. C. THORNBLUM, SECRETARY

March 13,1920.

Dr. Frank P. Bachman,
New York City.

My dear Bachman:

Replying to your letter of March 10, would say that I have written to each of the colleges of the state concerning the giving of the Latin test, but so far have had reply only from President Chase, who seems doubtful that they will be able at Chapel Hill to give the test before the end of the quarter. But this may still be possible.

Cook will put the thing through at Greensboro for us, and I have no doubt Wright will do the same at Greenville, but from all the others I have yet to hear.

I have made no arrangements for having the test given outside of North Carolina, but shall be glad to do anything which you desire. I am sure we can have them given in our University high school at Minneapolis, and in many of the Minnesota high schools. I think it may be desirable for you to make arrangements for some of the schools in New York and New England, since the schools in this part of the country are more accustomed to think of those sections for comparative purposes rather than the west and north west.

This week Shaw and I did Asheville, spent a day in Rowan county--Shaw two days-- and I had yesterday and last night in Greensboro checking up on the Delta 2 intelligence tests, which were given there a week ago. Dr. Calfee and his Normal School faculty will score the Asheville tests, and I am hoping to get to Greenville this coming week to go over the instructions with Wright and his crowd.

Shaw and I are off to Wilmington tomorrow night, and by a week from today, we hope to have everything in final shape. Maybe a few things will still hang over, but these can be quickly cleaned up. Barring anything unforeseen occurring, I hope to be able to leave for New York not later than March 24.

Cordially yours,

M. E. Haggerty.
Director Division of Tests and Measurements.

occurrences

March 15, 1920

Dr. M. E. Haggerty
606 North Blount Street
Raleigh, North Carolina

My dear Haggerty:

I was glad to receive your letter of March 13th. I hope you will be able to give the Latin tests at least in the state schools. I would not, however, press the matter on any of the private schools. I should think Walker might easily make arrangements to put the thing through at the State University.

Mr. Buttrick is forwarding Newbold a check for $146., and this will close out that part of our agreement.

I am glad to know that everything is going well with you, and I am sure you will have a splendid time in Wilmington. Let us know definitely when we may expect you in New York, as I am sure Dr. Flexner, to say nothing of myself, will be glad to see you and talk over with you what has been done in North Carolina.

With best wishes,

Sincerely yours,

FPB:T

FRANK P. BACHMAN

NC 245

STATE EDUCATIONAL COMMISSION

RALEIGH, N. C.

BELL TELEPHONE 2111

RECEIVED
MAR
22
1920
REGISTERED

COMMISSION
ROBERT H. WRIGHT, CHAIRMAN
C. E. BREWER
L. J. BELL
C. C. WRIGHT

SURVEY STAFF
FRANK P. BACHMAN, LOCAL DIRECTOR
M. E. HAGGERTY, TESTS AND MEASUREMENTS
FRANK L. SHAW, STATISTICIAN
MISS A. C. THORNBLUM, SECRETARY

March 19,1920.

Dr. Frank P. Bachman,
New York City.

My dear Dr. Bachman:

Thanks for your letter of March 15. It appears now that we shall not be able to get the Latin tests given at the State University, since owing to the change in term prior to the availability of the Latin tests, the people who were taking Latin in the fall have now all dropped the subject. We shall, however, be able to get the tests given at Greenville and Greensboro, and at Meredith, Elon and probably at some of the other schools. We are putting no pressure upon these institutions, merely sending them the tests when they indicate that they are willing to give them.

In checking over our results from the Latin tests, we find not only that we have a relatively small number as compared with our other tests-- which was to be expected since these were given only in the junior and senior years to students now studying Latin-- but that the total number is so small as to be unsatisfactory. I am therefore undertaking to have these tests given in the high schools at Greensboro, Kinston and certain other places, with a view to securing a larger number of cases.

My present plans will bring me to New York on March 25. I am hoping to get away on Friday or Saturday of that week. I shall be glad to make a report on field work at that time.

Cordially yours,

M. E. Haggerty

M. E. Haggerty.

Director Division of Tests and Measurements.

March 22, 1920

Dr. M. E. Haggerty
606 North Blount Street
Raleigh, North Carolina

Dear Haggerty:

Dr. Flexner is in the West. However, if he were here, I am sure he would agree with me that you are proceeding most wisely with the Latin tests, though we are sorry that they cannot be given at the State University.

It will be a pleasure to see you on March 25th, and to get a full report fresh from the field.

Give our regards to all the people in the state office and to Shaw.

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC24

STATE EDUCATIONAL COMMISSION

RALEIGH, N. C.

BELL TELEPHONE 2111

RECEIVED MAR 25 1920 ANSWERED

COMMISSION
ROBERT H. WRIGHT, CHAIRMAN
C. B. BREWER
L. J. BELL
C. C. WRIGHT

SURVEY STAFF
FRANK P. BACHMAN, LOCAL DIRECTOR
M. E. HAGGERTY, TESTS AND MEASUREMENTS
FRANK L. SHAW, STATISTICIAN
MISS A. C. THORNBLUM, SECRETARY

March 20,1920.

Dr. Abraham Flexner,
New York City.

My dear Dr. Flexner:

I am wondering if the experience of your Board in connection with cooperative investigation is such as to lead you to consider a new proposition. I have in mind a cooperative investigation looking towards the perfection of methods of measurement and instruction in the subject of reading, using reading in the sense of the ability to understand what one reads silently. Obviously one of the outstanding problems in elementary education, particularly in the intermediate and grammar grades, is the technique requisite for teaching children how to read the ordinary prose of current text books. Technique of instruction is largely lacking in this field, because of the inadequacy of means of measuring the achievement of children in this direction. A long step in advance could be made if once the needed tests and examinations were developed.

A very considerable number of men have been engaged as individuals upon this problem. My thought is that if a group of able persons could be set to work, with sufficient financial backing, that a real substantial program could be developed. If so, it would set forward our intermediate and grammar grades' instructions many years.

I am moved to some action in this matter because at the Cleveland meeting I fell heir to the presidency of the National Association of Directors of Educational Research, and have the responsibility of marking out a program for this group.

If your Board is disposed to consider a proposition of this type, I should take pleasure in presenting to you at a future date a program for your consideration. Possibly you can give me a little time on this matter next week when I am in New York.

Cordially yours,

M. E. Haggerty.

NC 245

March 26, 1920

Mr. Frank L. Shaw
606 North Blount Street
Raleigh, North Carolina

Dear Shaw:

Haggerty was in the office yesterday and we reviewed the entire North Carolina situation. If I have things clearly in mind you will practically finish up your testing work by the end of this week.

As soon as you get this testing work out of the way, would it not be well for you to take off your coat, roll up your sleeves, and put through with speed the tabulation on teachers? Of course, I don't know exactly the status of the tabulation, but of this I am reasonably confident: Unless we take hold of that job and push it through, it will be delayed almost interminably, probably to the detriment of the whole enterprise. I believe you can do an excellent service here, and render the data from this tabulation at a time to get their full worth.

With kindest regards and best wishes,

Sincerely yours,

FPB:T

FRANK P. BACHMAN

Cr C 245

March 27, 1920

Mr. Thomas R. Foust
County Superintendent of Schools
Greensboro, North Carolina

My dear Foust:

I am in our office slaving over our report on the North Carolina schools. Just now I am trying to write the chapter on course of study and length of school term, with the object of showing, first, the very difficult conditions under which North Carolina teachers work, and, second, that these conditions must be taken into consideration in judging the achievements of the schools.

In view of certain needs of this chapter we have collected age-grade data from all the cities of the state with a population of 2,500 or over, and also from some of the mill schools. When we collected these data we did not think we would collect similar data for the country schools, because of the great differences in classification. I now find, however, that if I had over-age data from at least one county I could use them to advantage.

I am wondering whether you would be good enough to collect such data for your county. We would send you a

circular letter to send out to the teachers, and a form for each teacher to fill out. In this way the only burden thrown on your office would be to send out the circular letter, check up the reports as they came in, and send them to us. All tabulation would be done here.

Of course, I don't know just what the data from your county would show, but if we can judge by the data from the cities they would probably reveal pretty bad conditions; and yet I am certain in my own mind that conditions are better in your county than in any other county of the state, for I regard Guilford as one of the most advanced counties educationally. While in our report no name would be mentioned, we would say that these data were collected from probably what would be recognized as the most advanced county in the state educationally, and then point out the over-age conditions as we found them, and these, as I stated above, would probably be pretty bad. If you are willing to have us say these mean things about your county, as well as the good things, in our report, without mentioning the name of the county, you certainly would do us a great service by co-operating with us in collecting the data. May I hear from you at your earliest convenience?

With kindest regards and best wishes,

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

NC245

Superintendent's Office

New Bern Public Schools

New Bern, North Carolina

March 27, 1920.

Dr. Frank P. Bachman,
61 Broadway, New York.
Dear Sir,-

I am sure you will recall your visit here, also the facts you gathered regarding the New Bern School board and its organization.

As I understand it, the Commission will recommend a general statute for the organization of the town schools of the State. If your Commission has completed the draft of the statute, please give us the plan. There is under consideration here a plan to have the General Assembly in June to amend the charter of our schools so that the board may be reduced from twenty-four members to about seven.

Your reply will be greatly appreciated.

With good wishes, I am

Cordially yours,

H. B. Smith

Supt. of Schools.

HBS/CWJ

Section III of this Act.

Doctor Bachman, things here are in a muddle. The board is almost hopelessly split up on the subject of buying some more property and providing more school room space. The younger members are in favor of a site that one of the suburban settlements is anxious for, while the older members, (with a possible axe to grind), are opposed. Everything is tied up, and there is apparently no way out.

The Aldermen are anxious to have a change in the organization of the board, so that the schools may not be handicapped any longer with such an impossible aggregation as the present board,- all good men but too many of them to get anything done. If you are in position to guide me a little, I think we can get relief from the Legislature this summer. I specially want your direction, because I do not want to put thru the Legislature a bill that will be of value for only a few months.

The attached Amendment seems to be about what we need, or rather, can get endorsed sufficiently to be enacted into law. Would it be far from what the general plan will be? If it is too far off, the next best thing is a simple amendment reducing the board from 24 members to seven or nine. Further changes could take place with the general statute.

If you prefer, please write a personal and confidential reply to this note.

Cordially yours,

W. B. Smith

of the persons chosen shall begin on the first day of the following February succeeding their election.

Section IV. Vacancies arising from resignation, death or removal, shall be filled within sixty days. Nominations shall be made fifteen days before election, and publicly announced, as provided in Section III of this Act.

AN ACT TO AMEND THE CHARTER OF THE NEW BERN GRADED SCHOOLS.

THE GENERAL ASSEMBLY OF NORTH CAROLINA DO ENACT:

Section I. That the Board of Trustees of the New Bern Graded Schools, as provided for in Section 3 of Chapter 547, Laws of 1899, be composed of seven members divided into three classes. Three members shall be elected for a term of two years, two members for a term of four years, and two members for a term of six years. As the terms of each class expire, the vacancies shall be filled for terms of six years. No member shall serve two terms in succession.

Section II. The members of said board shall be elected by the Board of Aldermen of the City of New Bern biennially at its regular meeting in January, except as provided in Section IV of this Act.

Section III. At least fifteen days preceding the time set for the aldermen to elect new members, the trustees shall meet and compose a list of three citizens for each vacancy, and shall make public announcement of these nominees in the local newspapers. The Secretary of the Board of Trustees shall file with the City Clerk an official copy of the list of nominees, and the Aldermen shall fill the vacancies from the nominees of the Board of Trustees. Provided that nothing in this Section shall prevent the Aldermen from filling vacancies with names of citizens nominated by any regularly organized civic bodies, provided that such nominations are endorsed by at least twenty-five citizens in writing, and announced fifteen days or more, preceding the time set for election by the Aldermen. The terms of office of the persons chosen shall begin on the first day of the following February succeeding their election.

Section IV. Vacancies arising from resignation, death or removal, shall be filled within sixty days. Nominations shall be made fifteen days before election, and publicly announced, as provided in Section III of this Act.

Section V. To be eligible for membership, a person must be a bona fide citizen of the City of New Bern, and known to be in favor of public schools and public education. Whenever any member of the Trustees shall be adjudged by five or more of his fellow-trustees as unworthy of membership they shall remove him from office, and proceed to fill the vacancy in the manner prescribed in this Act.

Section VI. The election of Trustees in 1920 shall be at the first regular meeting of the Board of Aldermen after the passage of this Act and Section III shall not apply. Provided that of the seven members to be chosen, at least five shall be elected from the present board of twenty four members. Provided further that the terms of the classes chosen shall expire on February 1 of 1923, 1925, and 1927, respectively.

Section VII. That all laws and clauses of law in conflict with this Amendment are hereby repealed.

April 7, 1920

Mr. H. B. Smith
Superintendent of Schools
New Bern, North Carolina

My dear Superintendent Smith:

I have read over your proposed amendment to the charter of the New Bern schools. If you are to proceed at once and alone, I suspect you are right in saying that the proposed change in the board membership is about the best that can be secured at this time. If, however, it is possible to delay local action until the legislature of 1921, efforts will be made to provide New Bern with an even better organization, for at the conference of the city superintendents in February they voted unanimously to support a law providing for the election of school board members at large by a non-partisan election, separated from all political elections. If the legislature of 1921 should pass such a law, it would not only bring about the desired change in New Bern, but it would relieve you of the responsibility of having made this change, which to my mind is quite important. Of course, if the conditions are such that you cannot delay nine months or a year, it may be worth

while to go ahead immediately, although the new order would be in existence only a few months.

With kindest regards and best wishes, I remain

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

Ar C 245

March 29, 1920

Dr. L. A. Williams
University of North Carolina
Chapel Hill, North Carolina

Dear Dr. Williams:

We have collected a lot of material on age-grade distribution for the cities of North Carolina, and for some mill schools. Owing to the differences in grading, we thought that we would not collect age-grade data from the counties. However, I now find that I could use such data for the counties. If you have an age-grade table for the children in Orange County, will you be kind enough to send me a copy of it? I should much appreciate this kindness.

Sincerely yours,

FPB:T

FRANK P. BACHMAN

N C 245

THE UNIVERSITY OF NORTH CAROLINA
SCHOOL OF EDUCATION
CHAPEL HILL, N. C.

L. A. WILLIAMS, Pd. D.
PROFESSOR OF SCHOOL ADMINISTRATION

GENERAL EDUCATION
RECEIVED
APR
3
1920
ANSWERED

March 31, 1920.

Dr. Frank P. Bachman,
61 Broadway,
New York City

Dear Dr. Bachman:

I have your letter of March 29 asking about age-grade data from Orange county. I have the age-grade data for just about 50 per cent of the schools in Orange county, representing probably about 60 to 65 per cent of the children, which I could send you if this will be of any use. I have also the age-grade table for about 55 per cent of the schools in Wake county representing nearly 70 percent of the children outside of Raleigh. If this incomplete data will be of any service to you I will have it copied and sent to you just as soon as I hear from you to the effect that it will be worth while.

Very sincerely yours,

L. A. Williams

LAW:K

N C 245

STATE OF NORTH CAROLINA

STATE EDUCATIONAL COMMISSION

ROBERT H. WRIGHT, CHAIRMAN
E. C. BROOKS, VICE CHAIRMAN
L. J. BELL, SECRETARY

ROBERT H. WRIGHT, GREENVILLE, N. C.
E. C. BROOKS, DURHAM, N. C.
L. J. BELL, ROCKINGHAM, N. C.
C. E. BREWER, RALEIGH, N. C.
C. C. WRIGHT, HUNTING CREEK, N. C.

GENERAL EDUCATION BOARD RECEIVED APR 5 1920 ANSWERED

Greenville, N. C.
April 2, 1920.

Mr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York. N. Y.

My dear Bachman:-

I have just received the News Letter from Chapel Hill March 31, and there is an article in there on the "Wealth of North Carolina." I would like to know if you get the News Letter. If not I will put your name on the mailing list.

Sometime ago when I was talking with you about the establishment of a normal school board I favored the idea of having one normal school board for the whole state. I have been watching this matter and studying the question for some time from the standpoint of North Carolina's experience and I am convinced that it will not be the wisest thing for us to put that recommendation in our report. I believe we can get better results in North Carolina by having individual boards. I wanted to tell you of my change in position before you write up your report. I have talked this over with Brooks and he agrees with me.

With kind regards and best wishes, I am

Yours cordially,

Robert H. Wright

RHW/R

State Director.

April 7, 1920

Mr. Robert H. Wright
East Carolina Teachers Training School
Greenville, North Carolina

My dear Wright:

I note in your letter of the 2d that you have had a change of heart with reference to the normal school board. Whether all the normal schools should be put under one board, or only part of them, the others working under separate boards, is, of course, a practical question, and my mind is always open. Before I get to that point in my report I shall certainly be glad to talk the matter over with you and with Brooks. Perhaps by that time the weather vane will have veered, and we shall be back on our old platform!

I learn there is to be a big educational meeting at Greensboro early in May. This meeting seems to have been called by Commissioner Claxton for the purpose of outlining a program for the State of North Carolina. I haven't any particular apprehension that any program outlined there will interfere with the work of your commission, but I must confess I was under the impression that the State Educational Commission of North Carolina was trying to do exactly that job. Would it not

be wise for you and other members of the commission to attend this meeting at Greensboro (doubtless you are intending to do this anyway) and, if necessary, at the proper time inform the people what the commission has done, is doing, and expects to do?

With kindest regards and best wishes,

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

NC245

April 3, 1920

Mr. Thomas R. Foust
County Superintendent of Schools
Greensboro, North Carolina

My dear Mr. Foust:

We are sending you to-day about 450 circular letters and the same number of cards for use in collecting the age-grade data which you have been kind enough to offer to obtain for us. Please let us know whether this material reaches you in good shape.

Very truly yours,

A. C. THORNBLUM

Secretary to Dr. Bachman

MISS SUSAN LANDON
SUPERVISOR WHITE SCHOOLS

MRS. JOHN G. BENNETT
WELFARE AND ATTENDANCE OFFICER

ALVAH DUNHAM
DIRECTOR PHYSICAL EDUCATION

County Board of Education, Sampson County

JNO. L. HATHCOCK, CHAIRMAN, ROSEBORO, N. C.
W. A. JACKSON, COOPER, N. C.
C. I. ROBINSON, GARLAND, N. C.

R. W. ISLEY, COUNTY SUPERINTENDENT
CLINTON, N. C.

N.C 245

April 3, 1920.

North Carolina Educational Commission
Raleigh, N.C.

Dear Sirs:-

The enclosed report has been overlooked. I intended to have sent this report to your commission within a very few days after the blanks reached me. My office work is so heavy that I overlooked it until today when I found same.

Due to burden office and field work, and low salary compared to cost of living, I shall likely resign before my time expires. I hate to do it. I like the work and hate to go into other work but I have it to do.

Yours very truly,

R. W. Isley

Superintendent.

April 7, 1920

Mr. Robert W. Isley
County Superintendent of Schools
Clinton, North Carolina

My dear Superintendent Isley:

I thank you very much for the information contained in your letter of April the 3d.

I am sorry to note that you are at present out of heart, and thinking of giving up your school work. Such moments of discouragement come to us all, and yet other lines of activity have their dark hours, and I hope that you will finally resolve to "stick by the ship."

Thanking you for your co-operation, I remain

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

AC 245

The University of Minnesota
College of Education
Minneapolis

GENERAL EDUCATION BOARD
RECEIVED
APR
9
1920
ANSWERED

April 6, 1920.

Doctor Frank P. Backman,

General Education Board,

61 Broadway, New York.

My dear Mr. Backman:

May I quote to you from a letter from President J. I. Faust, which indicates that our services have been appreciated somewhat in that quarter:

> "I hope you will permit me to say in this connection that in my opinion your visit to this state has meant a great deal to us educationally. I have not heard any talk on an educational subject that was more helpful to me than the talk you made informally at our Schoolmaster's Association meeting. It enabled me to clear up several things in my mind about the organization of our department of education. I feel that we should, as soon as possible, have a psychological clinic in connection with this department. I had been thinking about this matter somewhat indefinitely before hearing you, but your talk made my mind perfectly clear with reference to it."

Cordially yours,

M. E. Haggerty

MEH/M

NC 245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, N. C.

April 7, 1920.

Mr. Frank L. Shaw,
c/o State Department of Education,
Raleigh, N. C.
Dear Mr. Shaw:

I am writing to you for little fuller information in scoring the Reading examination Sigma 3. It is given on the last page of your suggestions for scoring and tabulating. I think I have the total number of correct responses with the percentage properly entered on score sheet 1 herewith enclosed but I do not understand what you mean by allowing "eight places for paragraph 9" and for that reason I do not know why "it will be necessary to use two sheets to the class". Will you please explain what you mean by "eight places for paragraph 9". Or if you can illustrate it on the enclosed blank score sheets that will be better.

We are getting along fairly well with grading the papers and scoring the results but it will be several days before we are ready to send it in to you.

Awaiting your early favor, I am

Yours very truly,

C W Wilson

CWW/R

April 12, 1920

Mr. C. W. Wilson
East Carolina Teachers Training School
Greenville, North Carolina

Dear Mr. Wilson:

Your letter regarding scoring has just reached me. The score sheet that you sent is all right for finding class scores. The instructions you refer to are for more detailed scoring. I have marked one of the test papers and recorded the scores on the score sheets. I think this will be clear without any detailed information.

Paragraph 9 has eight places allotted to it because, in Dr. Haggerty's method of scoring, this is the maximum credit that can be allowed to this paragraph. You will notice that there are four true statements in that paragraph. If all are marked correctly, and no others are marked, the score for the paragraph is 8.

Very sincerely yours,

F. L. Shaw

Enclosures

NC 245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, N. C.

April 8 1920

Dr. Frank L. Shaw,
Raleigh, N.C.

Dear Sir:

Neither you nor Dr. Haggerty left any instructions with me as to how to tabulate scores in high school algebra. Shall I do this just as the arithmetic in the 5th and 7th grades? Can you furnish me norms for the different grades in arithmetic? I should like to be able to compare our schools with others, as comparisons can be made in reading and spelling.

I shall run short of class record sheets for achievement examination in Reading Sigma 1. So many of these were spoiled by the teachers and had to be copied. With a regular schedule of 20 hours per week, I can't say when the work will be finished. With thanks for above information, I am,

Very truly, Maria D. Graham

in this emergency.

Very sincerely yours,

F. L. Shaw

FLS:T

April 14, 1920

Miss Maria D. Graham
East Carolina Teachers Training School
Greenville, North Carolina

My dear Miss Graham:

The scores for the algebra tests may be tabulated in the same manner as the arithmetic tests in grades 5 and 7, as you suggest. I enclose a table giving the Woody standards and the Virginia scores for addition. I haven't at hand the scores and standards for multiplication, but will ask Dr. Haggerty to send these to you.

Our office has no stock of class record sheets for Sigma I, and the publishers are temporarily out of them. Perhaps you can use blank sheets of paper by copying the names of the pupils on them and affixing the scores, or possibly you can find some blank columns on the record sheets which you can use in this emergency.

Very sincerely yours,

F. L. Shaw

FLS:T

VIRGINIA SCORES IN ADDITION

Grades	Rural Schools		City Schools	Woody Standards
	One-Room	Four-Room or More		
III	6.8	8.3	9.4	
IV	8.4	11.1	12.4	11.0
V	11.2	12.7	14.4	14.0
VI	11.3	13.9	15.2	16.0
VII	13.6	15.2	15.9	18.0
VIII				18.5

nc245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

April 9, 1920.

GEN'L EDUCATION BOARD
RECEIVED
APR 12 1920
ANSWERED

Mr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Bachman:-

I have just received your letter April 7th. The meeting at Greensboro will not in any way interfere with our program. Claxton and Foust have had the matter under consideration for sometime. Unless something unforeseen happens I will be at the meeting. I am inclined to believe that they will help us rather than interfere. In fact I am pretty sure that they will as I was at the conference in which they worked out the tentative program for this meeting. I think this is one of the meetings that will help put our program through.

Yours sincerely,

Robert H. Wright

RHW/R President.

FRANK P. BACHMAN

FPB:T

April 23, 1920

Mr. Robert H. Wright
East Carolina Teachers Training School
Greenville, North Carolina

My dear Wright:

I am glad that you are going to the Greensboro meeting. If anything transpires at this meeting that I should know, please pass it on to me.

I have the first draft completed of the first three chapters of the report. When I complete the chapter on teachers, which will probably be at the end of next week, I want to send you copies of these first four chapters for your perusal and criticism.

With kindest regards and best wishes,

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

NC 245

April 12, 1920

Dr. M. E. Haggerty
University of Minnesota
Minneapolis, Minnesota

Dear Dr. Haggerty:

The fates were kind to me. I finally got out of Raleigh. I left things there in fairly satisfactory shape. The girls at the Asheville Normal put in about twelve hours each, or a total of about six hundred hours, and we finished up quite a bit of that scoring. I left the material to be forwarded by Hoskins, and trust it has reached you by this time in good shape. In Raleigh we spent five days testing, and got about fifteen or sixteen schools. Lockhart was out with me three days and Newbold two. The schools that remain are scattering ones. If Lockhart hadn't decided to get married this week, I might have stayed and tried to get a few more schools. Under the circumstances, however, I didn't think it would be worth while; somehow he couldn't keep his mind on the job.

After you left some five thousand high school reading tests turned up in the office. (The printer had them hidden

somewhere, probably.) I didn't want the job of sending them out, so had them all forwarded to you.

I enclose a copy of the bill which I am turning over to Mr. Buttrick.

You may be interested to know that Sarah misses you. Mrs. Sprague found her on her knees the other day working in your room, and she said to Mrs. Sprague: "I don't see why God couldn't have kept on being good to me." When Mrs. Sprague asked her what was the matter, she said: "It takes about twice as long to clean up the room after these people as it did after Dr. Haggerty."

Dr. Bachman is at home to-day, suffering with tonsilitis. Were he here I know he would join me in very best wishes to you.

Sincerely yours,

F. L. Shaw

FLS:T
Enclosure

OrC 245

April 15, 1920

Mr. M. E. Haggerty
University of Minnesota
Minneapolis, Minnesota

My dear Mr. Haggerty:

Your letter of the 12th has been received in Dr. Bachman's absence. He has been ill with tonsilitis this week, and will probably not return to the office before next week. In the meantime your letter and expense accounts have been turned over to Mr. Buttrick for attention.

Miss Maria D. Graham, of the East Carolina Teachers Training School, Greenville, North Carolina, writes to Mr. Shaw for standards and scores in addition and multiplication tests, for purposes of comparison with the scores of her own classes. Mr. Shaw has sent her the standards and scores quoted in the Virginia report for the tests in addition, and suggested that you would be able to send her others. Will you help her?

Sincerely yours,

A. C. THORNBLUM

Secretary to Dr. Bachman

NC245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

GENERAL EDUCATION
RECEIVED
APR 28 1920
ANSWERED

April 26, 1920.

OFFICE OF
THE PRESIDENT

Mr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Bachman:-

I have just received your letter April 23, and am glad to learn that you are getting along so well with the report. I will be glad to see the draft of the first three chapters as soon as you have them ready to send to me. It is possible that I will be in Washington at the meeting Mr. Claxton is calling for the 19th, 20th and 21st of May. If so and it is necessary I might run into New York and see you/

I shall let you hear from me as soon as I return from the meeting in Greensboro. I am not expecting anything to develop there that will change our plans.

The news papers yesterday carried the news that D. F. Giles is in the race for State Superintendent. I have no inside information, but frankly I am surprised at this step on the part of Giles.

With best wishes, I am

Yours sincerely,

Robt H Wright

RHW/R

President.

Sincerely yours,

FRANK P. BACHMAN

FPB:T

May 8, 1920

Mr. Robert H. Wright
East Carolina Teachers Training School
Greenville, North Carolina

My dear Wright:

If you come to Washington the latter part of this month, it would be fine if you could plan to come to New York and spend a day or two with me. I now have the first four chapters of the North Carolina report in first draft, and by the time you come here shall probably have a fifth one. It would be very helpful to me if at that time you could come up here and read these chapters, and give me the benefit of your suggestions. You could at the same time bring me up to date on North Carolina affairs.

With warm regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC 245

April 27, 1920

Miss Maria D. Graham
East Carolina Teachers Training School
Greenville, North Carolina

My dear Miss Graham:

I haven't at hand the scores in algebra, for which you ask in your letter of the 22d, but will try to get them.

In the matter of medians: In case "A," according to the $\frac{n\ 1}{2}$ formula and my calculation, the median is 14.2.

In case "B," according to my reckoning, the median is 12.5. Really any point in the median measure 12 -- that is, the measure from 12.0 to 12.999 etc. -- will satisfy the formula, but the best single description of it is 12.5.

In case "C," according to the exact method -- that is, by the formula $\frac{n}{2}$ -- the median will be $7\ \frac{2\frac{1}{2}}{3}$, or 7.8. Dr. Haggerty uses the formula $\frac{n}{2}$ only in case the number of items is even. Of course, he uses $\frac{n\ 1}{2}$ when the items are odd in number only to simplify the work and to avoid handling fractions.

In case "C," according to Haggerty's method of adding 1 when the number of items is uneven, I make the median 8. The eighth item, which is the median, takes you just through the last step of measure 7, or to 7.9999, which is best expressed by 8.

Sincerely yours,

F L Thaw

FLS:T

Score sheets returned

NC 245

GENERAL EDUCATION BOARD
RECEIVED
APR 29 1920
ANSWERED

GREENSBORO PUBLIC SCHOOLS
GREENSBORO, N. C.

FREDERICK ARCHER
SUPERINTENDENT

April
27th
1920.

Dr. Frank P. Bachman,
Gen. Education Board,
61 Broadway
New York City, N. Y.

Dear Mr. Bachman:

I am sending the Lation tests given to our Juniors and Seniors in the high school in accordance with the request of Dr. M. E. Haggerty. Please pardon the delay in this, but it seemed to get in the weeds at the high school, and it was only by accident that I pulled it out into the current again.

Cordially yours,

Frederick Archer

A/Y

PLEASE SUBMIT ALL BILLS IN TRIPLICATE

May 8, 1920

Mr. Frederick Archer
Greensboro Public Schools
Greensboro, North Carolina

Dear Mr. Archer:

I thank you very much for the Latin tests you were kind enough to give in your schools and forward to us.

I hope everything is going well with you, and that your new building program is developing successfully. For my part, I am busy in trying to get together our North Carolina report. It is proving unusually interesting.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC 245

The University of Minnesota
College of Education
Minneapolis

GENERAL EDUCATION BOARD
RECEIVED
MAY
13
1920
ANSWERED

April 29, 1920.

Mr. Frank P. Bachman,
National Research Council,
Washington, D. C.

My dear Mr. Bachman:

Thanks for your note of April 23. The T. C. bill is correct. The Latin tests are being given in our University High School. If the North Carolina stuff ever arrives so that we have additional copies, I can have it given here. Just what Shaw did with the Latin tests that remained I am not sure. I have only a very small quantity which we are using for the University High School. My impression is that the others were sent to New York. We have some scorers at work on the North Carolina data and everything is progressing satisfactorily.

All sent to Minneapolis

Cordially yours,

M. E. Haggerty.

MEH/M

N C 245
N.C. surveys

April 30, 1920.

Mr. H. B. Smith,
New Bern Public Schools,
New Bern, North Carolina.

My dear Mr. Smith:

Your letter of April 20, addressed to me at Raliegh, has been forwarded to me here. I am unable to determine at this time where the surplus of our Latin tests is. They will probably either come here in an express shipment, or be sent to New York. If they arrive here, I shall send you copies (50) so that you can give the second test. I am forwarding a copy of this letter to Doctor Bachman, so that if the surplus arrives there, the tests can be forwarded to you from that place.

It is not clear what error you made in giving the directions for giving this test. I believe it better for you to send your original papers together with a statement of variations in the directions which you made, and we can consider both these and the second papers in scoring your results.

Very truly yours,

MEH/M

M. E. Haggerty.

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, N. C.

NC245

May 3, 1920

Mr. Frank L. Shaw
General Education Board
New York city

My dear Mr. Shaw

I find it necessary to write you again; this time about the history work. I changed the numbers at the top to correspond to the number of the problem. I put the credit given for each problem in the number space and added these credits across for the total credits on history combining the information and thought problems. The total credits I wrote in the per cent column. This was for the score sheet.

Now to find the medium do I use the spelling score card letting the per cent stand for total credit and in the column marked number of pupil should I put the number making that figure for a total credit? If this is correct, do I then find the medium as you directed for spelling?

Thanking you. I am

Yours very truly
(Miss) Nellie Mangum

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, N. C.

I really do not know how to
Haggerty

will send
algebra standards
when read

May 13, 1920

Miss Nellie Maupin
East Carolina Teachers Training School
Greenville, North Carolina

My dear Miss Maupin:

Score Sheet 1 seems to be filled out correctly. I imagine you can use the spelling score card for finding the medians. I would use the right-hand line of figures under "Step" as a guide. I have made the distribution as I think it should go. If many pupils make total credits above 25, you may use Score Sheet 1, crossing out "Pupils" and putting in "Credits," and then list the number making each credit in the column headed "Per Cent. Correct."

I had delayed answering your letter with reference to scoring in the hope that I might be able to send you at the same time the algebra standards for which you asked. I have not been able to obtain them as yet, but will send them to you as soon as possible.

Very truly yours,

FLS:T
Enclosures

NC245

May 4, 1920

Mr. John C. Lockhart
County Superintendent of Schools
Raleigh, North Carolina

Dear Mr. Lockhart:

Have you any bill for the last part of the work done in Wake County? If so, please send it on that we may pay it.

I appreciate very much indeed all the help you gave me in our testing work. I was sorry not to see you before leaving Raleigh, but because of having to take an earlier reservation I left sooner than I expected.

With warm regards and best wishes,

Sincerely yours,

F L Shaw

FLS:T

NC245

May 4, 1920

Dr. M. E. Haggerty
University of Minnesota
Minneapolis, Minnesota

My dear Dr. Haggerty:

Dr. Bachman would like to have a complete list of the schools to which the Latin tests were sent. Will you be good enough to send this to him?

I wrote to-day to Mr. Pittman to ask about the package containing the surplus stock of Latin tests. Mr. Shaw says that if this package, when it arrives, does not contain any copies of the scoring instructions, you can probably obtain copies from Mr. Hoskins, of the Asheville Normal, to whom Mr. Shaw gave some extra copies.

Sincerely yours,

A. C. THORNBLUM

NC 245

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

May 6, 1920.

N.C. Survey

Miss Anna C. Thornblum,
General Education Board,
61 Broadway,
New York, N. Y.

My dear Miss Thornblum:-

I have your letter inquiring concerning the material which Julius had been directed to send to Dr. Haggerty. There were several lots of the material sent. Before Dr. Haggerty left he asked Julius to send a copy of the "Life and Speeches of Chas. B. Aycock" to Mrs. Haggerty. This was mailed before Dr. Haggerty left Raleigh. Six large packages were sent to Dr. Haggerty addressed to him, School of Education, University of Minnesota, Minneapolis, Minn., about the time that he left Raleigh, and on April 19th all of the rest of the material that was to be sent to Dr. Haggerty, in fact all of the material, Julius says, that was left here belonging to Dr. Bachman and Mr. Haggerty was sent by Express to him at the same address.

On the 20th of April we received a letter from Dr. Haggerty asking that the express receipts be sent to him. These express receipts were sent to him on the 24th of April. Since sending him the express receipts we have no further record except in our correspondence concerning the shipments. None of the shipments were made to the General Education Board, but all were made directly to Dr. Haggerty at Minneapolis.

I have gone into the matter as fully as it seems possible for me to do at this end of the line, and I cannot help

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

#2

but think that Dr. Haggerty must receive the packages alright. Of course, sometimes things do get lost in the express.

Very truly yours,

W. H. Pittman

Chief Clerk.

NC 245

May 10, 1920

Mr. A. S. Brower
State Department of Public Instruction
Raleigh, North Carolina

My dear Brower:

I should appreciate it very much if you could give me, at your earliest convenience, the following data:

1. (a) Total number of white teachers in 1918-1919, exclusive of county and city superintendents and supervisors.

(b) Total number of colored teachers in 1918-1919, including the Jeanes teachers.

2. (a) Total number of white teacher, exclusive of county and city superintendents and supervisors, in 1919-1920 -- at the time you make your tabulation -- holding second and third grade county and city certificates, and the total number holding some form of state certificate.

(b) The same for colored teachers.

3. (a) The frequency or average annual salary of (1) white rural high school teachers, and (2) white rural elementary teachers.

(b) The frequency or average annual salary of rural colored teachers.

Some of these data you probably already have. If the form in which I am asking for the information is not exactly the form in which you have the tabulations, I can use it just as well in some other form. In the case of information which you have not yet tabulated, please let me know about when I may expect it.

I hope everything is going well with your tabulations, and that you will have together in ample time all the stuff that Superintendent Brooks will need.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

OVC 245

May 10, 1920

Dr. E. C. Brooks
State Superintendent of Public Instruction
Raleigh, North Carolina

Dear Dr. Brooks:

We get the Raleigh News and Observer here, and I note with pleasure how you are "stirring up the animals."

I am working away on the North Carolina report, and now have four chapters in first draft: (1) the introduction, which will include the foreword of the Commission and our chapter on outstanding achievements; (2) the schools as they are, including a chapter on buildings and equipment; one on course of study and length of term; and one on teachers. The final chapter in this division will be on instruction, but this we cannot write until we get our report from Haggerty. I want to send these chapters to you some time soon for your criticism. Wright is coming up from Washington the week after next, and after I have gotten his comments on the chapters I will send them to you.

In working out the chapter on teachers, I am unable to find any law or regulation controlling the issuance of second and third grade county and city certificates. Is there any

such law or regulation, and how are these lower grade certificates usually issued? I am inclined to feel, though I may be altogether mistaken, that they are mostly handed out for the asking. How about it?

I see that the special session of the legislature meets in July. Before you get too far along with your law, I think it would be advisable, as I remarked to you on leaving North Carolina, for us to get together and go over it. As stated in February, I could come down any time at your convenience.

Has the new certification scheme been published? If so, won't you please send me a copy?

Wishing you every success in your great work, I remain

Sincerely yours,

FRANK P. BACHMAN

FPB:T

OrC 245

37TH ANNUAL SESSION WILL MEET IN ASHEVILLE, N. C., NOVEMBER 24-26, 1920

The North Carolina Teachers' Assembly

OFFICERS
S. B. UNDERWOOD, PRESIDENT . . GREENVILLE
R. H. LATHAM, VICE-PRESIDENT . WINSTON-SALEM
A. T. ALLEN, SECRETARY-TREASURER . . RALEIGH

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R. H. LATHAM, EX OFFICIO
N. W. WALKER, EX OFFICIO
A. T. ALLEN, EX OFFICIO
D. F. GILES . . . . . MARION
MISS MARY ARRINGTON . . . . ROCKY MOUNT
A. S. WEBB . . . . . CONCORD
L. A. WILLIAMS . . . . . CHAPEL HILL
GEO. HOWARD, JR. . . . . TARBORO
K. R. CURTIS . . . . . KINSTON

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MISS NENA DEBERRY, PRESIDENT . . SALISBURY
MISS LILLIAN YOW, SECRETARY . . HIGH POINT

ASSOCIATION OF GRAMMAR GRADE TEACHERS
MISS VIRGINIA JENKINS, PRESIDENT . SALISBURY
MISS MARGARET TIDDY, SECRETARY . GASTONIA

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A. S. BROWER, SECRETARY . . . . . RALEIGH

ASSOCIATION OF CITY SUPERINTENDENTS
H. B. SMITH, PRESIDENT . . . . NEW BERN
HOY TAYLOR, SECRETARY . . . FRANKLINTON

MUSIC TEACHERS' ASSOCIATION
MRS. CROSBY ADAMS, PRESIDENT . . MONTREAT
MISS GERTRUDE JACKSON, SECRETARY . . DUNN

ASSOCIATION OF HIGH SCHOOL TEACHERS AND PRINCIPALS
MARGARET WRIGHT, PRESIDENT . ROCKY MOUNT
J. A. RUDISILL, SECRETARY . . SOUTHERN PINES

DEPARTMENT OF HIGHER EDUCATION
W. A. WITHERS, PRESIDENT . . . . . RALEIGH
J. E. CALFEE, SECRETARY . . . . ASHEVILLE

DEPARTMENT OF FARM-LIFE AND HOME ECONOMICS
T. E. BROWNE, PRESIDENT . . . . WEST RALEIGH
R. H. THOMAS, SECRETARY . . . . WEST RALEIGH

GENERAL EDUCATION BOARD
RECEIVED
MAY 13 1920
ANSWERED

Greenville, N.C.

May 11, 1920-ut

Mr. Frank P. Bachman,

C/o General Education Board,

#61 Broadway, New York.

Dear Mr. Bachman:

I am writing to remind you of our plans of discussion of the report of the Survey Commission at the fall meeting of the Teachers' Assembly. Our plan contemplates turning over to you anywhere from forty-five minutes to an hour on the first evening of the meeting, which will be November 24, for a discussion of the main features of the report. Then we plan to give around two hours on the morning of the 25th for another general session to discuss the report further. I wish you would phrase the topic for discussion Wednesday evening and the sub-topics for the Thursday morning program, together with the names of people whom you would suggest to lead the discussion. In other words, I am anxious to plan the program for wednesday evening and Thursday morning just as you would like to have it. I should be glad to hear from you as soon as convenient.

With kind personal regards, I am,

Cordially yours,

S. B. Underwood

May 18, 1920

Mr. S. B. Underwood
County Superintendent of Schools
Greenville, North Carolina

Dear Mr. Underwood:

It is kind of the Teachers' Assembly to give place on the program of their next annual meeting for a full and free discussion of the report of the Educational Commission. Mr. Robert H. Wright, chairman of the Commission, has been with me the last two days, and we have talked over the proposed program. May I suggest that you take up the matter with him, assuring you that I shall be happy to co-operate in any program that you and the Educational Commission may arrange for the Thanksgiving meeting?

With kindest regards and best wishes, I remain

Sincerely yours,

FRANK P. BACHMAN

FPB:T

nc245

May 10, 1920

Mr. N. C. Newbold
State Department of Public Instruction
Raleigh, North Carolina

Dear Newbold:

I thank you very much for your letter of the 8th and for the copy of your recommendations to the General Education Board. You certainly have on hand a big program, and I am quite sure that your recommendations will be given earnest consideration.

I am glad to hear that Dr. Brooks is contemplating holding a meeting on school architecture. He will make no mistake in getting Dr. Dresslar, and I have already suggested to him Mr. Betelle, of Newark. Such a meeting would do a great deal to open the eyes of school officials to the requirements of a modern school building, and I hope that funds will be made available for such a meeting.

With kindest regards and best wishes,

Sincerely yours,

FPB:T

FRANK P. BACHMAN

The University of Minnesota
College of Education
Minneapolis

GEN. EDUCATION BOARD
RECEIVED
MAY 14 1920
ANSWERED

NC 245

May 12, 1920.

Doctor Frank P. Bachman,
General Education Board,
61 Broadway, New York.

My dear Bachman:

In response to your letter of May 4 from Miss Thornblum, I am enclosing a list of schools to which the Latin tests were sent. We have, of course, the Latin tests for the schools in the counties where our regular examinations were given.

Cordially yours,

M. E. Haggerty.

MEH/M
(Enc)

Supt. Fred Archer,
Greensboro, N. C.
100 Latin tests
5 Teacher's Record Sheets.

Supt. W. M. Marr,
High Point, N. C.
50 Latin tests
2 Teacher's Record Sheets.

Supt. K. R. Curtis,
Kinston, N. C.
50 Latin tests
2 Teacher's Record Sheets.

Supt. H. B. Smith, New Bern, N. C.
50 Latin tests - 2 Teachers Record Sheets.

Supt. P. H. Gwynn, Jr., Reidsville, N. C.
50 Latin tests, 2 Teacher's Record Sheets.

Supt. R. H. Bachman, Tarboro, N. E.
50 Latin tests- 2 Teachers' Record Sheets.

Supt. Frank L. Ashley, Washington, N. E.
50 Latin tests - 2 Teachers' Record Sheets.

Supt. Charles L. Coon, Wilson, N. C.
50 Latin tests, - 2 Teachers' Record Sheets.

Supt. R. H. Latham, Winston-Salem, N. C.
150 Latin tests - 7 Teachers' Record Sheets.

Asheville H. S.
Marion H S.
Elon College
Salisbury H S.
Shelby H S.
Raleigh H S
Rowan Co High Schools
McDowell " "
Wake Co. " "

NC 245

GENERAL EDUCATION BOARD
RECEIVED
MAY
20
1920
ANSWERED

Superintendent of Public Instruction
State of North Carolina
Raleigh

May 17, 1920.

Dr. Frank P. Bachman,
61 Broadway,
New York, N. Y.

Dear Dr. Bachman:-

I was very glad to receive your letter and to learn that the North Carolina report will soon be ready for our study.

The county superintendents have authority to issue second and third grade certificates. The certification law of 1917 is as follows: "The examination and certification of all applicants for second and third grade certificates shall be under the control of the county superintendent of each county or of the town or city superintendent of each town or city system operated under any special acts or charter."

The standard of the second grade certificate is low. Most superintendents require some form of examination, but as a rule, I think, they are handed out for the asking, provided the superintendent is in great need of some one to fill a position.

The special session of the General Assembly will meet sometime in July. I have not yet prepared the bill for increasing teachers salaries.

I am sending you, enclosed, the new salary schedule for white and negro teachers, also two circulars concerning the same.

It is necessary this year for us to base the salary on the certificates now in force. We have served notice that the certificates will be reclassified and the professional standard materially raised beginning with the school year 1921.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2

The rules and regulations of the Board of Examiners specify that after 1921 the standard will be raised. Therefore, we thought it best to wait until next year before making any great change. Many teachers are expecting to raise their certificates this year in accordance with the old rules. The colleges have been notified and in the main they have accepted without opposition the certification scheme which was worked out by the board with your assistance. They are given one yeqr in which to get ready for the change.

We will not publish our new certification scheme until sometime after January 1, 1921.

The educational work is moving along nicely and I see no obsticales so far in the way.

We had a great conference in Greensboro on the 4-5 of May. The enthusiasm was very high and it looks now as if we shall make some educational history within the next yeat.

I am leaving this afternoon for Washington to attend a national conference called by the Commissioner.

I shall be very glad to see you and talk over any of our purposed legislation. You have rendered great service to the teachers in North Carolina.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

May 28, 1920

Hon. E. C. Brooks
State Superintendent of Public Instruction
Raleigh, North Carolina

Dear Superintendent Brooks:

I have read over with great interest the graduated salary scale, as well as your letter to the county boards of education.

I have this comment to make on the scale for teachers holding standard certificates. If possible, these salaries should be put on an annual base. Otherwise, there will be very great discrepancy in the actual wage received by people graduating from the same institution. Moreover, to put these on an annual base, in my opinion, will go far to lengthen and standardize the terms of the schools throughout the state, and, in particular, will stimulate people to secure standard-grade certificates. So long as these salaries are on a monthly base, there is no actual guaranteed salary for people of standard training, beyond six months. For teachers holding non-standard certificates it appears to me advisable to hold them on a monthly base.

In prescribing a different schedule for white and colored teachers of the same training, you are raising a practical as well as constitutional question. This practice has

prevailed for years in Maryland, and Mr. Reavis, the Assistant State Superintendent, feels that the constitutionality of such discrimination can be maintained on economic grounds.

In working over the two chapters of the report having to do with hindrances to development, I have fallen upon constitutional obstacles, which will affect, according as they are overcome, the entire administrative program of the commission. Wright was here a few days ago, and he seemed to think that the best way to proceed would be to write out what I had in mind, then take the matter up with the attorney-general for an opinion, and, if it seemed advisable, to talk the matter over informally with one or more of the supreme court judges. I will have these two chapters completed not later than the middle of June, and can't go much further until it is decided by the commission what attitude is to be taken toward the constitutional questions raised. When will you have your new budget law prepared? If possible, when I come down to consider the above matters with the commission, I should like to go over with you these provisions so that as few changes as possible may be made in the proposed revision of the code.

With kindest regards and best wishes, I remain

Sincerely yours,

FRANK P. BACHMAN

FPB:T

A GRADUATED SALARY SCALE FOR WHITE TEACHERS.

Holders of High School, Grammar Grade, Primary Certificates	Monthly Salary Based on Length of Service				
	4 yrs	3 yrs	2 yrs	1 yr	0
1. Graduates of A College with required professional training. . . .	133.33	120	110	105	100
2. Graduates of two year Normal School and three years standard college credit with professional requirements.	110	105	100	95	90
3. Two year standard college credits, or by State Examination with required professional training.	105	100	95	90	85
Holders of Elementary Certificates:					
1. One year Standard College credit and required professional training.	95	90	85	80	75
2. All other holders of elementary certificates with required professional training	85	80	75	70	65

Below Elementary

The same as now - $60, $55, $50, $45.

- - -

Principals of Standard High Schools and Superintendents of Small Graded Schools of like size—— Salaries based on training, experience and duties——$2400, $2000, $1800, $1500.

Principals of Elementary Schools of ten or more teachers and Rural Supervisors —— $2000, $1800, $1500, $1300

Principal of Non-standard High School with at least six teachers in the system and so organized as soon to become a Standard High School, and also principals of Elementary graded Schools, may receive——$1800, $1500, $1200, $1000.

Principals of all other schools of three or more teachers— 10% more than they would receive as teachers in the grades.

Superintendents—County and City — $3500, $3000, $2400, $2000, $1800.

A GRADUATED SALARY SCALE FOR COLORED TEACHERS.

Holders of High School, Grammar Grade, Primary Certificates	Monthly Salary Based on Length of Service				
	4 yrs	3 yrs	2 yrs	1 yr	0
1. Graduates of A College with required professional training. . . .	100	95	90	85	80
2. Graduates of two year Normal School and three years standard college credit with professional requirements.	90	85	80	75	70
3. Two year standard college credits, or by State Examination with required professional training.	80	77.50	75	72.50	70
Holders of Elementary Certificates:					
1. One year Standard College credit and required professional training.	75	70	65	60	57.50
2. All other holders of elementary certificates with required professional training	70	65	60	57.50	55

Below Elementary

The same as now - $55, $50, $47.50, $45, $35.

\- - -

Principal of Non-standard High School with at least five teachers in the system and so organized as soon to become a Standard High School, and also principals of Elementary graded Schools,may receive—$1200, $1100, $1000, $900 annually. Salaries are based on a school term of nine months.

Principals of all elementary schools of three or more teachers— 10% more than they would receive as teachers in the grades.

Superintendent of Public Instruction
State of North Carolina
Raleigh
May 13, 1920.

TO MEMBERS OF COUNTY
BOARDS OF EDUCATION:-

I wish to call your attention to the salary schedule for superintendents which the State Department is preparing to meet next year. This of course, should be considered as a minimum salary schedule and wherever the Board of Education thinks the services of a superintendent is worth more than these figures it is the duty of the county and city to supplement this fund. If the General Assembly provides an increased salary schedule the State will pay one-half of the salary of superintendents as provided below but not one-half of any increase beyond this salary schedule.

Boards of Education will be given wide latitude in fixing the salaries of the superintendents up to $3500.00, except in those counties that draw from the equalizing fund. Before the salary is fixed in those counties the chairman of the Board of Education should communicate with the State Department of Education because the State will have to pay practically all the increase in salary.

The salary may be graded upward to $3500.00. The following salaries are suggested:- $1800.00, $2000.00, $2400.00, $3000.00, $3500.00.

In fixing the salary, Boards of Education should have in mind the professional fitness, the executive ability and the business judgment of the superintendent. If the Boards of Education expect the superintendent to be a mere clerk in the office of the County Board of Education, the State Department feels that $1800.00 is high enough. But if the County Board wishes a real superindent to lead the forces for educational progress in a county then $3500.00 is not too high for a first rate man.

County Boards, therefore, are urged to make it possible for county superintendents to become effective and progressive educational executives and then pay them a fair salary. A skillful county superintendent is, perhaps, the most valuable officer that the county can employ. It is necessary, therefore, to pay a living salary and provide for necessary expenses and office help in order that the superintendent may be free to serve his county without using his own salary to pay expenses while traveling over the county.

Very truly yours,

E. C. Brooks

State Superintendent Public Instruction.

Superintendent of Public Instruction
State of North Carolina
Raleigh

May 13, 1920.

TO COUNTY SUPERINTENDENTS:-

We have received notice indirectly that many counties have already adopted high school text-books for next year. I wish to urge you to send in to this office, as soon as the list has been completed, the title, publisher, and price of all books adopted by the county committee. It is necessary for us to have on file in this office a duplicate of every adopted list in order that we may check up the publishers and see that their contracts are complied with in every detail. Let me urge you to attend to this promptly as your committees complete their adoption.

I wish to call your attention to the salary schedule for Negro teachers which has been slightly changed since the Greensboro Conference. The object of this schedule is to give the Negro teachers as great an increase as the white teachers receive. If this schedule is carried out many Negro teachers will receive a larger increase than many white teachers of the same class. But this is due to the fact that such Negroes did not receive last year as large an increase as they were entitled to.

Very truly yours,

E. C. Brooks

State Superintendent Public Instruction.

AC 245
GENERAL EDUCATION BOARD
RECEIVED
MAY 21 1920
ANSWERED

Superintendent of Public Instruction
State of North Carolina
Raleigh

May 19, 1920.

Dr. Frank P. Bachman,
Care General Education Board,
61 Broadway, New York.

Dear Dr. Bachman:

I have your letter of May tenth requesting certain data concerning the schools of this State.

Since finishing the apportionment of the State Public School Fund, I have been devoting most of my time toward tabulating the statistics for last year and, together with the work I am having done on the budgets for this year, I shall be able to furnish you in a short time all of the information requested.

In our tabulations we have not separated the rural high school teachers from the rural white elementary teachers, which you call for under sub-section (a) of question 3. I take it that you desire this information for the year 1919-'20. Do you care to have me make this sub-division? Unless I hear from you otherwise, I shall proceed to have this done.

With best wishes, I am,

Very truly yours,

A. S. Brown

Clerk.

ASB:CM.

May 28, 1920

Mr. A. S. Brower
State Department of Public Instruction
Raleigh, North Carolina

Dear Brower:

I should like very much to have you make a separation of rural white elementary and rural white high school teachers. Please send this along with the other data called for, at your earliest convenience.

Thanking you for all your co-operation, I remain

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

NC 245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

May 25, 1920.

GENERAL EDUCATION BOARD
RECEIVED
MAY
28
1920
ANSWERED

Dr. Abraham Felxner,
General Education Board,
New York, N. Y.

Dear Dr. Flexner:-

I was in New York last week going over the work of the Educational Commission with Mr. Bachman. I was exceedingly well pleased with what Mr. Bachman has done. It seems to me that he has gotten a thorough grasp of the situation and is putting our report in the finest kind of shape. I believe we are going to put an educational program over in North Carolina that will make the other states in the Union sit up and take notice, and all of the credit is due to the splendid work Mr. Bachman has done and is doing. I believe when we get through with the survey and code that the General Education Board will never hear anything but praise and commendation from the people of North Carolina. It is a great piece of work and I believe it is going to take well with our people. I just want you to know how much I appreciate the work Mr. Bachman is doing and the way in which he is going about it.

With kind regards and best wishes, I am

Yours sincerely,

Robert H. Wright

RHW/R

President.

ARCHIVAL COPY

Charge to the account of GENERAL EDUCATION BOARD

NC 243

Form 1222

CLASS OF SERVICE DESIRED

Telegram	
Day Letter	
Night Message	
Night Letter	

Patrons should mark an X opposite the class of service desired; OTHERWISE THE MESSAGE WILL BE TRANSMITTED AS A FULL-RATE TELEGRAM

WESTERN UNION TELEGRAM

NEWCOMB CARLTON, PRESIDENT GEORGE W. E. ATKINS, FIRST VICE-PRESIDENT

Receiver's No. 396

Check

Time Filed 1:15

Send the following message, subject to the terms on back hereof, which are hereby agreed to

May 27, 1920

Dr. E. C. Brooks
State Superintendent of Public Instruction
Raleigh, North Carolina

Please send me if you can the separate published pamphlets of the Public School Laws of of North Carolina as follows: Eighteen hundred and seventy-seven, seventy-nine, eighty-one, eighty-three, eighty-five, ninety-one, ninety-three, ninety-five, ninety-seven, nineteen hundred and one, three, five, nine. If the separate pamphlets are not available please send Public Laws of North Carolina for the corresponding legislative sessions, with the exception of eighteen hundred and ninety-three, ninety-five, ninety-seven, and nineteen hundred and five.

FRANK P. BACHMAN

AC 245

May 28, 1920

Professor Thomas S. Fiske
College Entrance Examination Board
431 West 117th Street
New York City

Dear Professor Fiske:

You will remember that some time ago I wrote you telling you that in the course of our survey of the schools of North Carolina we were going to give a simple test in Latin and I asked you whether you could arrange to have the papers marked for us on some standard basis. You were good enough to say that you would do this. We have just received the papers. I shall be very happy to send them to you if you will do them for us. I need not say how greatly we would appreciate your coöperation. When the work is finished, please let us know what the expense of it has been.

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

NC 245

May 29, 1920

Miss Nellie Maupin
East Carolina Teachers Training School
Greenville, North Carolina

My dear Miss Maupin:

Following are the tentative standards set up by Hotz in his book describing his scale:

Series A	3 months group	6 months group	9 months group
Addition and Subtraction	5	6.8	7.9
Equation and Formula	4.9	7.1	7.8

Sincerely yours,

F. L. Shaw

NC245

45

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

RECEIVED
JUN
3
1920
ANSWERED
EDUCATION BOARD

May 31, 1920.

Dr. Frank P. Bachman,
61 Broadway,
New York, N. Y.

Dear Doctor Bachman:-

Your telegram of May 27th received. We are unable to send you pamphlets of the public school law for the years indicated in your telegram.

These go in two packages by parcels Post registered.

We are sending you the session laws for 1877, 1879, 1885, 1891, 1901, 1903, 1909 as requested in your telegram.

I am unable to secure for you a copy of the session laws of 1883. The Supreme Court Library is unwilling for us to send a copy of the book which we were able to borrow from them out of the city. We are having Miss Stell copy the only general school legislation appearing in this volume, and I am enclosing these two bills with this letter.

With best wishes, I am

Very truly yours,

W. H. Pittman

Chief Clerk.

NC245

June 4, 1920

Mr. W. H. Pittman
Department of Public Instruction
Raleigh, North Carolina

Dear Mr. Pittman:

The bound volumes of the session laws have not yet come in, but I have no doubt they will arrive later. Thank you very much for your kindness in this matter.

One good turn deserves another. In the chapter of our report on which I am now working appear the following lines: "To date, only three counties -- Bertie, New Hanover, and Wilson -- have sanctioned a county-wide special school tax, and New Hanover stands alone in voting a county bond issue to carry out a county-wide building program." Is this correct? I should appreciate it if you would be good enough to let me know whether or not I am right in making this statement.

Sincerely yours,

FPB:T

FRANK P. BACHMAN

NC 245

GENERAL EDUCATION BOARD
RECEIVED
JUN 2 1920
ANSWERED

Superintendent of Public Instruction
State of North Carolina
Raleigh

May 31, 1920.

Dr. Frank P. Bachman,
61 Broadway,
New York, N. Y.

My dear Doctor Bachman:-

As usual my ideas coincide with yours. It is my purpose to put the salary scale on an annual basis. Most of the cities will probably work on that basis this year. But we are hedged in by the Revaluation Act for this year only. Therefore, in order to make it clear what salary the State would pay for this year we had to calculate it on a monthly basis. I hope to see the schools within the next two years teaching an eight or nine months term throughout the State, and every teacher, except those holding non-standard certificates, will be put on an annual basis.

You are correct in say that the different schedule for white and colored teachers may raise a practical as well as constitutional question. It is not my purpose to present the schedule for the colored teachers to the General Assembly. A group of Superintendents asked me to suggest a salary scale that would make it possible for them to prize up the salaries for negro teachers. I considered the matter for sometime believing that there should be only one schedule for all teachers. But after examining a number of budgets and finding that the salaries for negroes were so low that we would probably not be able to secure teachers for negro schools unless something further be done to prize them up, I decided to do the practical think and suggest a salary schedule this year for the negroes.

If I can get the schools to reach this salary schedule this year the negroes will have an increase of from 30 to 50%. This is my explanation for having two salary schedule.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2..F. P. B.

I am satisfied that it will be unconstitutional to undertake to enact such a schedule into law.

Mr. Wright told me of his visit to New York, and I agree with his suggestion in regard to the entire administrative program.

I expect to attend the National Education Association at Salt Lake City, unless the General Assembly is called to meet the first of July. The information I have now is that it will be called to meet about the 15th or 20th of July. I expect to write the new budget law on that trip.

I suggest that you come down not later than the 22d, for if I go to Salt Lake City I shall leave the last of that week.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

CrC 245

June 9, 1920

Hon. E. C. Brooks
State Superintendent of Public Instruction
Raleigh, North Carolina

My dear Brooks:

As I understand it from your letter, you are leaving for the West about June the 20th. It seems now that it will probably be advisable to have the meeting of our commission some time the latter part of July. Unless it will be just as well to come down after your return from the N. E. A. convention, I might make a special trip to look over the law, if it is drafted before you leave for the West.

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC 245 Survey of Public Education
June - September, 1920

GEB

130x118 FOLDER 1069

C/C 245

June 5, 1920

Mr. Robert H. Wright
East Carolina Teachers Training School
Greenville, North Carolina

My dear Wright:

I am in the midst of the chapter on "Cross Currents," which treats of the various limitations on the development of the county unit, and considers the development of special tax districts and city districts in relation to the county unit. I have thought through this chapter pretty thoroughly to the end, and encountered no constitutional obstacles. I am therefore sending you two copies of the chapter on "Administrative Handicaps."

Some time next week I will complete the last of the critical chapters, with the exception of the one on instruction, which awaits Haggerty's tabulations. This will leave us the four or five chapters in which our constructive program will be outlined in more or less detail. I am thinking it would be wise for me to run back over all the critical chapters and send to you and the other members of the commission a complete set. Then, after you have had time to digest them, it would seem to me advisable to have a meeting in Raleigh to discuss them in detail, for the decision

of the commission on the policies laid down will materially affect our legislative program. While I shall go forward in writing the constructive chapters, they of course cannot be completed until the commission settles upon the policy to be pursued.

With kindest regards and best wishes, I remain

Very truly yours,

FRANK P. BACHMAN

FPB:T

Dear Dr. Flexner:

When I spoke to Dr. Bachman on Tuesday about the Latin papers, he asked Mr. Shaw to arrange to take them up to Professor Fiske Tuesday afternoon. This Mr. Shaw was unable to do, and it has not been possible for him to reach Professor Fiske by telephone; but he tells me that on Thursday morning he will take the papers to Professor Fiske's office.

L. F. Adams

June 9, 1920

NC245

ation Board

K, N. Y.

NATION BOARD AND NOT TO INDIVIDUALS
CHERS EXCLUSIVELY BY CORRESPONDENCE

June 5, 1920

Mr. Abraham Flexner
General Education Board
61 Broadway
New York City

Dear Sir:

In reply to your letter of May 28 I beg to say that Professor McCrea and I will be glad to make arrangements for the reading of the Latin papers written for you in the schools of North Carolina. If I remember correctly our previous correspondence the work is to be done for the General Education Board more or less as a private enterprise. By this I mean that it is not to be done officially in the name of the College Entrance Examination Board. Former readers in Latin for the College Entrance Examination Board will be employed to read your books but they will not be employees of the Board while doing this work for you.

I should be glad if you would send the books to me at your earliest convenience. Will you kindly send me separately a memorandum indicating the number of books and a half dozen copies of the examination questions.

Faithfully yours,

Thomas S. Fiske

TSF:O'K

Secretary

(MARCH, 1920-20M)

NC245

College Entrance Examination Board

431 West 117th Street, New York, N. Y.

PLEASE ADDRESS ALL COMMUNICATIONS TO THE COLLEGE ENTRANCE EXAMINATION BOARD AND NOT TO INDIVIDUALS
THE BOARD CONDUCTS ALL BUSINESS WITH CANDIDATES, PARENTS, AND TEACHERS EXCLUSIVELY BY CORRESPONDENCE

June 5, 1920

Mr. Abraham Flexner
General Education Board
61 Broadway
New York City

Dear Sir:

In reply to your letter of May 28 I beg to say that Professor McCrea and I will be glad to make arrangements for the reading of the Latin papers written for you in the schools of North Carolina. If I remember correctly our previous correspondence the work is to be done for the General Education Board more or less as a private enterprise. By this I mean that it is not to be done officially in the name of the College Entrance Examination Board. Former readers in Latin for the College Entrance Examination Board will be employed to read your books but they will not be employees of the Board while doing this work for you.

I should be glad if you would send the books to me at your earliest convenience. Will you kindly send me separately a memorandum indicating the number of books and a half dozen copies of the examination questions.

Faithfully yours,

Thomas S. Fiske

TSF:O'K

Secretary

(MARCH, 1920-20M)

June 7, 1920.

Mr. Thomas S. Fiske
College Entrance Examination Board
431 West 117th Street
New York City.

My dear Sir:

Your letter of June fifth has come during Dr. Flexner's absence from the city. It may be a week or more before he can reply to it personally, but you may be sure that it will have his personal attention at the earliest practicable moment.

Very truly yours,

LILLIAN F. ADAMS

Secretary to Dr. Buttrick.

LFA:BSB

June 11, 1920

Professor Thomas S. Fiske, Secretary
College Entrance Examination Board
431 West 117th Street
New York City

Dear Professor Fiske:

Returning to town, I find yours of the 5th. We understand one another perfectly. The grading of these papers is not to be done officially in the name of the College Entrance Examination Board. You are simply kind enough to have your readers examine them and mark them for us as a favor. We shall be happy to reimburse your readers on any basis that you suggest.

May I say once more how deeply we appreciate your coöperation.

Very sincerely yours,

ABRAHAM FLEXNER

AF/LFA

N.C. 24

June 6, 1920

Mr. Robert H. Wright
East Carolina Teachers Training School
Greenville, North Carolina

Dear Wright:

I am leaving with Miss Thornblum, for copying, all the chapters of the North Carolina report, except the one on instruction, which depends on Haggerty, and one which I am calling "Foreword of the Educational Commission," which is allotted to you. I am asking Miss Thornblum to send you copies of both the Maryland and Delaware reports, in which you will find similar introductions or forewords. You may find these helpful in preparing the foreword for the North Carolina report. Can you get this ready between now and the 9th of August? JSM.

As soon as the chapters now ready have been copied, a complete set will be sent you and to each of the other members of the commission. This will be, I presume, within the next two weeks. The next step will be to get the comments and criticisms of the commission. To this end, will you be good enough to call a meeting for Monday, and probably Tuesday, the 9th and 10th of August, at Raleigh? I will leave New York on Sunday, August 8th. I hope that this will fall in with your

own plans and the plans of the other members of the commission.

With kindest regards and best wishes,

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

AC 245

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

GENERAL EDUCATION BOARD
RECEIVED
JUN 9 1920
ANSWERED

June 7, 1920.

Dr. Frank P. Bachman,
General Education Board,
61 Broadway, New York, N. Y.

Dear Dr. Bachman:-

Replying to your letter of June 4th I will say that I hope the Volumes of the session laws sent you by insured parcels post on June 2d have reached you by this time. I hold the receipt for two packages sent you by insured parcels post on the second day of June.

There is only one change that I would suggest, in quoting from your report in your letter as follows: "To date, only three counties— Bertie, New Hanover, and Wilson— have sanctioned a county-wide special school tax, and New Hanover stands alone in voting a county bond issue to carry out a county-wide building program." Beaufort should be substituted for Bertie." Beaufort, New Hanover and Wilson are the three counties that have voted county-wide special school tax in this State.

You, of course, know already that Wilmington is not a specially chartered city school, and that the only act concerning Wilmington as a special school, is an act authorizing them to employ a city superintendent.

Very truly yours,

W. D. Pittman

Chief Clerk.

NC 245

STATE OF NORTH CAROLINA
STATE EDUCATIONAL COMMISSION

ROBERT H. WRIGHT, CHAIRMAN
E. C. BROOKS, VICE CHAIRMAN
L. J. BELL, SECRETARY

ROBERT H. WRIGHT, GREENVILLE, N. C.
E. C. BROOKS, TUCKAHOE, N. C.
L. J. BELL, ROCKINGHAM, N. C.
C. E. BREWER, RALEIGH, N. C.
C. C. WRIGHT, HUNTING CREEK, N. C.

RECEIVED
JUN 9 1920
ANSWERED

Greenville, N.C.

June 7,1920.

Mr. Frank P. Backman,
61 Broadway,
New York, N.Y.

My dear Bachman:

I have just received the two copies of the chapter on Hindrances to Development and have read them with much interest.

The State Board of Education is composed of the governor as president, the Supt.of Pub. Inst. as secretary, the lieutenant governor, secretary of state, auditor, treasurer, and attorney general, seven in all. In your chapter you have only four. This is the only thing I note in the chapter that I think I should call your attention to. It seems to me that you have stated the case dearly.

If we do not have the meeting of the commission before June 25, I will not be able to meet with the commission before the 20th of July.

Please advise us by wire if you want the meeting before July 20.

With kindest personal regards and best wishes,
I am

Yours very sincerely,

Robt H Wright
Chairman.

HW/H

NC 245

June 9, 1920

Mr. Robert H. Wright
Greenville
North Carolina

My dear Wright:

As things are turning out, I think it will be just as well to postpone the meeting of the commission until the latter part of July. Let the matter drop until you hear from me again.

With warm regards,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

School Commissioners
G. E. WEBB, Chairman
W. E. FRANKLIN, Vice-Chairman
CHAS. A. FARRELL, Secretary
THOMAS MASLIN
CHAS. E. HAMILTON
T. P. FULTON
PHIN E. HORTON

City Public Schools

R. H. LATHAM, Superintendent

AC 245 file
Rec'd June 10

WINSTON-SALEM, N. C. June 9, 1919.

Dr. Frank P. Bachman,

Department of Public Instruction,

Raleigh, N. C.

My dear Dr. Bachman:

I am certainly sorry that I did not get a chance to see you when you were here Saturday. I must have missed your phone call in some way and I was unable to get any response to the phone call at Slater School. I certainly hope that it will be possible for you to come this way in the very near future, because there are many things which you could help us get in shape now, which might not turn out so well if they are left open too long. I will be here during all of June and I hope you can come to see us and spend a day or two at any rate.

With best wishes, I beg to remain

Very respectfully,

R. H. Latham.

L/N

Superintendent.

Care of

June 12, 1919

Mr. R. H. Latham
Superintendent of Schools
Winston-Salem, N. C.

My dear Superintendent Latham:

I tried to get you Saturday, but did not succeed. Certainly the outlook for the proposed high school is promising. I shall be in Winston-Salem within the next three or four weeks, and will let you know a few days before I arrive so that we may arrange the conference. I don't know that I can be of any particular assistance, but certainly I would enjoy talking over with you your various plans for Winston-Salem.

Sincerely yours,

WPB:T

NC 245

RECEIVED JUN 15 1920

ANSWERED

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

June 12, 1920.

Dr. Frank.P. Bachman,
61 Broadway,
New York, N. Y.

My dear Bachman:-

I am sending you, enclosed, the two amendments to the school law which affect the salary schedule and provide that the special taxes may exceed the limitations fixed by the Revaluation Act. These are the two important laws affecting the public school system which I shall present to the Special session of the General Assembly. These are amendments to the county school budget act.

You can see by reading the first that we do not expect just now to fix by law a salary schedule but to leave it to this department to work it out in accordance with the public school fund. When I present this to the General Assembly I shall give the salary schedule as agreed upon already.

I shall be very glad to see you but it will not be necessary to run down to discuss this with me. It is absolutely necessary for us to get along with as little legislation as possible during the special session. I have been advised by the leaders to follow this plan.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

AMENDMENT TO THE COUNTY SCHOOL BUDGET ACT

Section 2. The State Department of Education shall prepare a uniform graduated salary schedule for all teachers, supervisors, principals, superintendents and assistant superintendents, based upon training, experience and professional fitness, consistent with the estimated amount to be derived from the State Public School Fund. The said salary schedule shall be a guide to Boards of Education in preparing the county budget and in making provision for a six months school term and it shall be considered a fair salary schedule to be presented in the budget to the county commissioners. However, nothing in this act shall prevent counties or local tax districts from providing a salary schedule higher than that provided by the State Board of Education. When the State Board of Education shall adopt a graduated salary schedule this shall be the basis for the apportionment of the State Public School Fund.

Section 5. All towns, cities, special districts or counties, that have special tax rates for schools authorized by a majority vote of the qualified voters and those rates will be reduced as a result of the adoption of the Revaluation Act may increase these rates beyond the limits fixed by the Revaluation Act as follows:-

When the school governing body of any town, city, special tax, district, or county mentioned above, desires to increase the special tax for schools beyond the limits fixed by the Revaluation Act it shall set forth by petition in writing the amount of such increase and the necessity for such increase in such details as shall show the necessity for exceeding the limit of tax fixed by the Revaluation Act. It shall further set forth the rate as fixed by the Revaluation Act and the increased rate necessary to meet the current expenses for the school year. The petition shall be presented then to the county board of education for its approval. When any such petition has been so approved by the county board of education it shall be presented to the county commissioners or other body levying school taxes who shall post a notice at three public places in the county, town, city, independent school district or special tax district and at the court house door, and shall publish the same for two weeks in some newspaper in the county, which notice shall set forth that application has been made (naming town, city, independent school district, county or special tax district) for permission to have the special school tax increased beyond the limitation fixed by law.

The notice shall also declare that the increased special school tax will be levied at the next regular meeting of the board of county commissioners or tax levying body, if within fifteen days a petition signed by at least one-third (one-half) of the qualified

voters of said town, city, independent district, county or special tax district shall not have been presented asking for an election on the advisability of levying increased special school tax. In case no such valid petition is presented within the time specified then the county commissioners or other tax levying body are hereby required to levy the increased special school tax asked for and cause the same to be collected and accounted for as other special school taxes to be used in paying teachers salaries for the current year.

In case a valid petition is presented asking for an election the county Commissioners or other tax levying body shall submit the question of the increased special school tax to the people of the city, town, county, independent district or special tax district, under such rules and regulation as they may prescribe. In case the people approve by election the increased special school tax, then the same shall be levied and collected in the manner prescribed above. If the people of such election shall disapprove the increased special school tax then the increased tax shall not be levied. Provided, that in all such elections the rules and regulation governing the same shall provide for a new registration of voters. Provided, furthermore, that in case the commissioners levy the tax without a vote of the people, in no case shall the levy exceed the rate in force before the Revaluation Act was enacted.

A C 245

June 14, 1920

Hon. E. C. Brooks
State Department of Public Instruction
Raleigh
North Carolina

Dear Brooks:

Another idea: If you have the new salary schedule drafted before you start for the N. E. A. meeting, why can't you drop off here for a day on your way out, and we can go over the schedule together? Or, if you draft it en route, why not stop off here on your return? That would save me a trip to North Carolina.

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC 2.45

June 15, 1920

Mr. Thomas R. Foust
County Superintendent of Schools
Greensboro, North Carolina

Dear Mr. Foust:

I thank you very much for the cards on the age-grade status in Guilford County. We have the tabulation about complete, and were it not for what seems to us an obvious mistake on one card, I would send you a copy of the summary tabulation. If it is possible, will you please have the high school data for Pomona Mills corrected? The card is enclosed. On hearing from you, I will send you the tabulated results.

Again thanking you for your co-operation, I remain

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

Enclosure

NC 245

June 16, 1920

Mr. A. S. Brower
State Department of Public Instruction
Raleigh
North Carolina

Dear Brower:

I am in need of a little information. In the first place, will you be kind enough to give me the entire current school expenditure for the entire state for the school year 1918-1919?

I should also like to have the total expenditure for general administration for the school year 1918-1919, exclusive of Brogden, Newbold, Walker, and Atmore. I am thinking, under administration, of salaries and traveling expenses, office expenses, such as printing, postage, etc., in short, everything that can be charged to general administration. This would include not only such activities as are directly related to the superintendent's office, like your own work, but the entire expense of the board of examiners, the entire administrative expense of instructing adult illiterates, the administrative expense of Crosby's work, the expense of the vocational education board and vocational supervision, of the textbook commission, etc.

Thanking you for your co-operation,

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

NrC 245 .45

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

GEN'L EDUCATION BOARD
RECEIVED
JUN
19
1920
ANSWERED

June 17, 1920.

Dr. Frank P. Bachman,
61 Broadway,
New York, N. Y.

My dear Sir:-

I may come back by New York City. If so I will wire you from Salt Lake City. It is my purpose to return about the 10th. Write me in care of Utah Hotel, Salt Lake City. I shall be there by July 1.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

NC 245

June 19, 1920

Hon. E. C. Brooks
State Superintendent of Public Instruction
Raleigh, North Carolina

Dear Brooks:

I am sorry that you had to give up your larger teacher program, but we must all at times bow to the inevitable.

Permit me to call your attention to the use of the title "State Department of Education." I notice that you have crossed out "Board" and introduced "Department." I do not find that there is legally any such department. This is a mere technicality, of course, but why not use "Board" instead of "Department"?

It would be fine if you could drop off on your way back from Utah. By that time we shall have the entire report written, with the exception of the chapter on instruction, which awaits the tabulations Haggerty has under way. Our plan is as follows: I shall send the entire report to the commission about the middle of July, and toward the end of July we will call a meeting at Raleigh to discuss its findings and recommendations. With the suggestions and criticisms of

the commission in my pocket, I expect to take a vacation, resuming work about the first of September. We hope to have the report ready to go to press not later than October.

With kindest regards and best wishes,

Very sincerely yours,

FRANK R. BACHMAN

FPB:T

N.C. 245

July 6, 1920

Dr. Abraham Flexner
Magnetawan
Ontario, Canada

Dear Dr. Flexner:

I thank you sincerely for the sentiments expressed in your letter, and Mrs. Bachman and I both hope that you and Mrs. Flexner and the children are having a restful and happy time.

I hesitate to break in on your vacation, but my desire to have your comments on the last two chapters of the North Carolina report overcomes my hesitancy. I am therefore sending you these chapters, hoping that you will find time to read them over. On receiving them from you, we will send the entire report, with the exception of Haggerty's chapter on instruction, to the members of the commission, and my first task after my vacation will be to meet them and get their comments and criticisms.

I have received from Haggerty a bunch of Latin tests given by him to the University School (University of Minnesota). I believe we should have these read by Prof. Fiske, for office information, if for no other. I am holding them, however, until

I hear from you.

I have a letter this morning from Mr. R. Gray Williams, making an appointment for Monday morning, July 12th. With the exception of the engagement in Baltimore on July 28th, this will clean up my slate for the summer, and I will get started on my vacation about Tuesday, the 13th.

With kindest regards and best wishes,

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

NC245

July 6, 1920

Mr. A. S. Brower
State Department of Public Instruction
Raleigh, North Carolina

Dear Mr. Brower:

In your files you will find as many as three or four letters from me asking for certain data. I hope you have been able to get these together, and that it will be convenient for you to send them to me at a very early date, as I shall need them soon to complete the North Carolina report.

If I have not already asked you for it, will you also be kind enough to give me the average salary of county superintendents for 1919-1920, and the lowest and highest salary paid county superintendents for that year?

Thanking you for your cooperation, and with best wishes,

Sincerely yours,

FPB:T

ANK P. BACHMAN

N.C. 245

July 6, 1920

Dr. M. E. Haggerty
University of Minnesota
Minneapolis, Minnesota

Dear Haggerty:

I have o.k.'d your bills and turned them over to Mr. Buttrick. You will doubtless receive a check within a few days.

I am at last turning over to Miss Thornblum for copying the North Carolina report, with two exceptions -- the foreword of the commission, and your chapter on instruction. Meanwhile I expect to take my vacation, and will undertake the final revision of the report about the 10th of August. I hope that your chapter will not be delayed, because we would like to get the report ready for the press not later than the first week of September.

When the chapters are in form Miss Thornblum will send you a complete set, as I promised when you were here.

With kindest regards and best wishes,

Very sincerely yours,

FPB:T

FRANK P. BACHMAN

RECEIVED JUL 12 1920 C.S.

ANSWERED

N.C.-245

North Carolina Survey
Washington, July 9/20

Dear Mackman:

The chapters did not reach me until today. I read them at once. They are in good shape, though I have a few doubts as to the soundness of the suggestions at a few points. The Commission will doubtless comment on these. When & where do you plan to meet the Commission, for I want to be present? Ridgeway Please let me know.

By all means get busy to have the Minnesota papers graded, if possible. I am sorry that they were not so framed as that they could be graded with the N.C. papers by the same persons. Ask Dick whether that could be done. If not, comparison would be significant only if differences were marked. In many cases you can't confine the right sch. you entire state with a univ. at its center. Weather thus far poor & fishing rotten.

But all well.

Sincerely, A. F.

NC245

July 12, 1920

Dear Dr. Bachman:

Ready to vote for you when you run for the presidency! (Now, doesn't that make up for not being here this morning?)

I send you enclosed Chapter XI, so that you may look it over and see Dr. Flexner's comments. Attached to it is Dr. Flexner's letter.

I am not familiar with what has been done about the Latin papers, so will you please send definite instructions what to do with the Minnesota papers and what to say to Prof. Fiske? Also, will you write direct to Dr. Flexner in reference to the meeting of the commission in Raleigh, or shall I write telling him of the tentative plan? The 16th and 17th of August were the dates last given to Mr. Wright.

Sincerely yours,

A. C. THORNBLUM

Enclosures (2)

Dr. Frank P. Bachman
29 Melrose Place
Montclair, New Jersey

NC 245

July 13, 1920

Mr. J. A. Doremus
Superintendent of Schools
Aurora, Nebraska

My dear Mr. Doremus:

Mr. C. Ray Gates, Superintendent of Schools of Columbus, Nebraska, tells me that you were chairman of a committee of Nebraska superintendents who worked out a list of subjects that they wished treated by the state superintendent in his annual report. Will you kindly let me know whether I can obtain the results of this committee's work?

I am making a study of state school reports with reference to their content. and the results of your committee's study would be of interest and help to me.

Sincerely yours,

F. L. Shaw

FLS:T

NC 745
RECEIVED
JUL
16
1920
ANSWERED

Superintendent of Public Instruction
State of North Carolina
Raleigh

July 14, 1920.

Dr. Frank P. Bachman,
General Education Board,
61 Broadway, New York City.

Dear Dr. Bachman:

I have your letter of July sixth, and we are closing up to-day the last of the items which you requested in a letter some time ago. I have had your former letters constantly before me, and work has been going on; but due to three delinquent reports we have been delayed in closing up the table and arriving at the totals. We have written, wired, coerced and threatened in our attempts to get these reports, but as yet they have not been received. The total expended, which I am sending you, contains the accounts of three city or town schools which it was necessary for us to estimate on the basis of the best information available; but it may vary a few dollars from the final total that will appear in the printed reports. We are ready to close up these tables now to put them in the hands of the printers, and are beginning work on the statistics for 1919-'20. Reports for that year are coming in very nicely.

Would you care to have a copy of the total sheet containing the classifications we made of the teachers with reference to annual salary and experience? The results are very surprising and interesting.

With best wishes, I am,

Very truly yours,

A.S. Brower.

Clerk.

ASB:CM.

Enclosure.

NC-245

July 15, 1920

Prof. Thomas S. Fiske
431 West 117th Street
New York City

My dear Prof. Fiske:

We are taking the liberty of sending you some Latin papers from the University High School at Minneapolis. Mr. Flexner hopes that you will be good enough to have these scored in the same manner and under the same conditions as the papers from North Carolina--if possible, by the same readers. Please add any expense incurred to the debt we already owe you.

Very truly yours,

A. D. THORNBLUM

Secretary to Dr. Bachman

NC-245

College Entrance Examination Board

431 West 117th Street, New York, N. Y.

PLEASE ADDRESS ALL COMMUNICATIONS TO THE COLLEGE ENTRANCE EXAMINATION BOARD AND NOT TO INDIVIDUALS
THE BOARD CONDUCTS ALL BUSINESS WITH CANDIDATES, PARENTS, AND TEACHERS EXCLUSIVELY BY CORRESPONDENCE

EDUCATION BOARD
RECEIVED
JUL 17 1920
WERED

July16,1920

Anna C. Thornblum, Secretary
General Education Board
61 Broadway, New York

Dear Madam:

We received the package containing Latin papers from the University High School at Minneapolis last evening. The group of readers which read the North Carolina papers has been disbursed. Only a few of the readers are now available. If you are not in a hurry to have the papers corrected, we will arrange to have these readers do the work. If you are in a hurry, we may be able to secure the services of other Latinists.

Very truly yours,

Myra W Lean
Assistant Secretary

MM:ST

Questions set in Certain Subjects in Successive Years

The College-Entrance Examination Board has been constantly in receipt of communications asking for the questions set in certain subjects in successive years. In order to meet this demand the Board has prepared the volumes listed below, covering the period 1911–1915.

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GENTLEMEN: I inclose herewith $..... for which kindly send to the following address the examination questions checked on this leaflet.

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Street .....

City .....

State .....

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1911–1919

These volumes, which may be obtained through any bookseller, present the questions in all subjects set by the College-Entrance Examination Board at the examinations held in June, 1911–1919.

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Examination Questions for June 18-23, 1917
Examination Questions for June 17-22, 1918
Examination Questions for June 16-23, 1919
Comprehensive Examination Questions for June 19-24 and September 18-22, 1916
Comprehensive Examination Questions for June 18-23 and September 17-22, 1917
Comprehensive Examination Questions for June 17-22 and September 16-21, 1918

July 17, 1920

Miss Myra McLean
College Entrance Examination Board
431 West 117th Street
New York City

My dear Miss McLean:

Thank you for your letter of the 16th. I note that the group of readers who read the North Carolina papers has been dispersed, but that a few of them may be available for reading the Minnesota papers just sent you. If possible, we should prefer to have these readers score the papers, even though it may mean some delay.

Thanking you for your co-operation,

Very truly yours,

A. G. THORNBLUM

Secretary to Dr. Bachman

nc245

July 22, 1920

Dr. Abraham Flexner
Magnetawan
Ontario, Canada

Dear Dr. Flexner:

I am in town today, going over the plans for the Winchester building with Mr. Williams, Mr. Clerk, and Mr. McCormack. We have been working on details, and have not yet come to the question of cost, etc. The building, while on more or less new lines, appears to be very attractive. Its cost, I suspect, will be twice the $400,000 which we originally estimated as the probable cost of the new building.

Next Tuesday I go down to Baltimore for a day to talk before the National Colored Teachers Association. This will end my incomings and outgoings until August the 15th, when I start for Raleigh to attend the meeting of the state commission. It would be fine if you could be present at this meeting. It might have been called two weeks later, but to do so would delay my getting back on the North Carolina job, and cause a corresponding delay in undertaking the Kentucky work. I don't anticipate that any material differences will arise between the commission or Mr. Brooks and myself. If any such differences should

arise, I think we ought to be guided by the opinion of the commission and Superintendent Brooks. I am sure you agree with this position.

I suppose by this time you are a full-fledged fisherman and can tell the usual truthful (?) fish stories. However, I wish to warn you at this early date that I feel competent to match any fish story by my stories of the wonder and grandeur of the new irises, hybrid tea roses, and peonies that I am planning to put in this fall. I am violating all union rules, have an appetite like a bear, am brown as an Indian, and tough as a brick. I can send you no better wishes than that you are undergoing a similar hardening process.

With kindest regards to you all,

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

12C-245

Same letter sent to:
E. C. Brooks
N. W. Walker
C. E. Brewer
L. J. Bell

July 29, 1920

Mr. C. C. Wright
Hunting Creek
North Carolina

My dear Mr. Wright:

I am herewith sending you a copy, in first draft, of the North Carolina report. Two chapters remain to be written, the foreword of the Commission, and the chapter on instruction, based on the testing work done by Dr. Haggerty.

I am sending these chapters to you now that you may have ample time to read them before the meeting of the Commission, August 16th and 17th.

After the meeting of the Commission, the report will be revised and completed, and we hope to have it in the hands of the printer early in September, thus making sure that it will be out before the meeting of the Teachers Assembly in November, and well before the legislature convenes.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

ArC245

August 4, 1920

Mr. Robert H. Wright
East Carolina Teachers Training School
Greenville, North Carolina

My dear Wright:

I am today sending to Presidents Chase, Foust, Dougherty (of Boone), and Reynolds (of Cullowhee) copies of the two chapters of the North Carolina report entitled "The Teachers" and "Better Trained Teachers," asking them for their comments and criticisms. It occurs to me that it might be a good stroke of policy to invite these gentlemen to meet with the Commission on Tuesday morning, August 17th. This would give the Commission, as well as myself, an opportunity to hear their comments and criticisms, and probably procure their complete coöperation.

With kindest regards and best wishes,

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

Same letter sent to:

J. I. Foust
A. C. Reynolds
H. W. Chase

NC C245

August 4, 1920

Mr. B. B. Dougherty
Appalachian Training School
Boone, North Carolina

My dear Mr. Dougherty:

I am sending you herewith copies of the chapters of the North Carolina report entitled "The Teachers" and "Better Trained Teachers." Will you please read them and be kind enough to give me your comments and criticisms? These chapters have not yet been submitted to the Commission, but will be taken up by them August 16th. If your comments and criticisms can be in hand by that time, I shall be glad to present them to the Commission.

Thanking you for your co-operation, I am

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

N.C. Survey

The University of North Carolina
Chapel Hill, N. C.

THE SUMMER SCHOOL

N. W. WALKER, DIRECTOR
MISS LOUISE COFFEY, SECRETARY

THIRTY-THIRD SESSION
JUNE 22-AUGUST 6, 1920

August 7, 1920.

Dr. Frank P. Bachman,
61 Broadway,
New York.

Dear Dr. Bachman:

Just a line to acknowledge receipt of the report of the North Carolina survey. I shall examine it carefully before the meeting of the Commission on the 16th. I thank you for sending me copy in time for this.

I hope you are enjoying a season of rest after the strenuous work of the year.

With best wishes, I am

Cordially yours,

N. W. Walker

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

GENERAL EDUCATION BOARD
RECEIVED
AUG 11 1920
ANSWERED

N C 245

August 9,1920.

Mr. Frank P. Bachman,

General Education Board,

61 Broadway, New York,N.Y.

My dear Bachman:

I have just received your letter August 4, and I am writing to Chase, Foust, and Dougherty. Reynolds is no longer at Cullowhee. I have made reservation for you at the Yahborough for the night of August 15 through the 17 th. I have not read the report yet. In fact, I have been away from Greenville most of the time since the latter part of June. I am taking up the matter this week and I will write the forword also this week,

With kind regards and best wishes, I am

Yours very cordially,

Robt H Wright

President.

RHW/H.

NC 245

37TH ANNUAL SESSION WILL MEET IN ASHEVILLE, N. C., NOVEMBER 24-26, 1920

The North Carolina Teachers' Assembly

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A. T. ALLEN, SECRETARY-TREASURER . . RALEIGH

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T. E. BROWNE, PRESIDENT . . . WEST RALEIGH
R. H. THOMAS, SECRETARY . . . WEST RALEIGH

Greenville, N.C.

August 12, 1920-ut

RALEIGH EDUCATION BOARD
RECEIVED
AUG 14 1920
ANSWERED

Dr. Frank P. Bachman,
General Education Board,
#61 Broadway, New York.

Dear Dr. Bachman:

I am working out the program for our Teachers Assembly in accordance with the suggestions in your letter of May 15. Your address will come Wednesday evening, followed Thursday morning by a general session given over to the discussion of the report of the Educational Commission. I am also providing for an afternoon business session on Friday where all of these discussions may head up into resolutions, etc.

It has occurred to me that it might be a good plan also to invite the Governor-elect to be present during the meeting and hear these discussions, probably inviting him to make a short address at the final meeting.

The dates, of course, are November 24, 25 and 26. We are depending on your being with us— The entire time.

With best wishes, I am,

Cordially yours,

S. B. Underwood

President North Carolina Teachers' Assembly.

Forgot to enclose this. SBU

Tentative Program N. C. Teachers' Assembly Nov. 24-25, 1920.

RECEIVED AUG 14 1920 RALEIGH EDUCATION BOARD

WEDNESDAY November 24.

4:30 P. M. First Business Meeting.

8:00 P. M. General Session.
1. Music.
2. Address- Ideals Back of the Report of the Educational Commission and the Revised School Code.- Dr. Frank P. Bachman, General Education Board.

THURSDAY November 25.

9:30 A. M. General Session.
The Report of the Educational Commission.
1. R. H. Wright, Chairman of the Commission.
2. E. C. Brooks, State Supt. of Public Instruction.
3. General discussion.

11:30 A. M. Thanksgiving Service.- Sermon by Rev. W. D. Moss, Pastor of Chapel Hill Presbyterian Church.

8:00 P. M. General Session.
1. Music.
2. President's Address.- S. B. Underwood, Greenville, N. C.
3. Music.
4. Address.- Dr. Edwin Mims, Professor of English Vanderbilt University, Nashville, Tenn.

FRIDAY November 26.

2:30 P. M. Annual Business Session.

8:00 P. M. General Session.
1. Music.
2. Address.- Mrs. H. C. Higgins, President National Association of Parent-Teacher Associations, Worcester, Mass.
3. Music.
4. Address.- The Governor-elect of North Carolina.

Note: It seems that the Assembly can not afford not to provide ample opportunity for the discussion of the Report of the Educational Commissionwhich will be ready by the time of our meeting. Therefore we are providing an additional general meeting Thursday morning for the purpose of full discussion, preceded by an address on Wednesday evening by Dr. Bachman who has made the survey. A number of requests have come that the business session be held on Friday afternoon, so that there may be full time for discussion and transaction of business. This leaves only Thursday afternoon and Friday morning open for departmental meetings. This is to be regretted, but the importance of the survey would seem to warrant this re-arrangement of the usual program. What do you think?

S. B. Underwood, President.

Greenville, N. C., August 12, 1920.

37TH ANNUAL SESSION WILL MEET IN ASHEVILLE, N. C., NOVEMBER 24-26, 1920

The North Carolina Teachers' Assembly

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R. H. LATHAM, VICE-PRESIDENT . WINSTON-SALEM
A. T. ALLEN, SECRETARY-TREASURER . . RALEIGH

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HOY TAYLOR, SECRETARY . . . FRANKLI

MUSIC TEACHERS' ASSOCIATION

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T. E. BROWNE, PRESIDENT . . . WEST RALEIGH
R. H. THOMAS, SECRETARY . . . WEST RALEIGH

NC 245

September 8, 1920

Mr. S. B. Underwood
County Superintendent of Schools
Greenville, North Carolina

Dear Mr. Underwood:

I have delayed answering your letter of August 12th longer probably than was necessary. I should have answered it on my return from North Carolina the latter part of August, but in some way it was lost in the mix-up.

The meeting as planned for November 24th is altogether satisfactory to me. As to the other meetings, I think it would be well to take the matter up with President Wright. The whole matter was gone over by the commission, and, together with Wright, I am sure you can arrange a satisfactory program.

I have just come back from a second trip to North Carolina, and feel a little weary in "me bones," but I suspect by November I shall be able at least to get to Asheville. I am planning to spend probably most, if not all, of the week at Asheville.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

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August 19, 1920.

Honorable E. C. Brooks,
Department of Education,
Raleigh, North Carolina.

My dear Dr. Brooks:-

The latest data we used in our Survey Report are for the school year 1917-18, although at times Mr. Brower has been good enough to provide us with particular items of a later date. It was suggested by the Commission that we use later data, if possible. If this is to be done, it will be necessary for us to have the data included in the several summary tables of the Annual Report for the school year 1918-19 and for the school year 1919-20. Of course, in no instance would it be necessary to have the details by counties. Is it possible at this time for your office to provide us with these summary tables for the years mentioned?

With kindest regards and best wishes,

I am

Very sincerely yours,

FRANK P. BACHMAN

FPB/GMC

NC 245

August 19, 1920.

Honorable E. C. Brooks,
Department of Education,
Raleigh, N.C.

Dear Dr. Brooks:-

President Wright, as you know, is not at all comfortable over the teacher-training program outlined in the Commission's Report, feeling strongly that the next Legislature should be asked to establish at least one additional new normal school.

As I studied the situation, I came to the conclusion that it would be inadvisable at the present time to ask the next Legislature to establish a new teacher training institution. There are two facts which are now causing me some worry: Dr. Foust of Greensboro does not seem inclined to develop or emphasize at his institution a two-year course for elementary teachers, which lessens by that much such opportunities in the state. The second factor on which I am bestowing some worry is the question of where, east of the mountains, graduates of two and three-year high schools and of four-year non-standard high schools are to secure teacher training. I presume a good many of such graduates are now enrolled in the preparatory department of certain of the colleges, and some of them are even now admitted to Greenville, Greensboro, and Chapel

Hill. But there must be a large number who have no place to go if they wish to prepare directly for entering the elementary schools. What should and can be done for these young people? The number must be large.

With kindest regards and best wishes, I am

Cordially yours,

FRANK P. BACHMAN

FPB/GMC

GENERAL EDUCATION BOARD
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NC 245
h. c.
Survey

Boone, N.C.
Aug 21-

Dear Dr Bachman,

I have read your report with much interest and pleasure, It has many fine points in it, I heartily agree with almost all you have said,

I intended being in Raleigh our last Tuesday, but sickness and death in the family kept me away, We are now quarantined, I am writing from home,

This school needs to find

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its place in state. The State Board of Examiners and I worked out a plan, See inclosed Draft of, We are doing, I think, what you have recommended,

I shall be glad to know your views about the number and kinds of certificates, I have given this point some thought,

Each school gets $20,000 per annum, With the increase in prices, it is difficult to run, We could use a much larger amount to the great advantage of the State.

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Again, I feel sure you are entirely right, in suggesting that we emphasize more teacher training. Indeed, the school is now doing this very thing - I am sure soon, you understand, we have had to educate our students from the bottom. The transition should not be too quick.

I have been very much interested in your survey. I wish you could drop in again. I should love to go over some things with you.

With my very best wishes.

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FRANK P. BACHMAN

FPB:T

The Dew Drop

VOL. XIX. BOONE, N. C. NO.

Issued six times a year by the Appalachian Training School.
Entered as second-class matter at the post office in Boone, N. C.

Announcements for the Eighteenth Year, 1920-1921.

CALENDAR:

Fall term begins August 24.
Winter term begins November 16.
Spring term begins February 15.
Year closes May 5.

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Location

The Appalachian Training School was established and located in Boone in 1903. Boone is a small town with the usual number of convenineces. The section is mountainous. The climate is cool and invigorating in the summer and not too disagreeable in the winter.

How to Reach Boone

The Carolina and Northwestern comes into the state from Chester, S. C. It connects with the Seaboard at Gastonia and Lincolnton, and the Southern at Hickory. Passengers are taken from Lenoir to Boone in the afternoon by automobiles for $3.00. This is a special rate for students. Baggage is extra. The Virginia and Carolina comes into the state from Virginia. The terminus is Elkland. From this point passengers get to Boone on the mail or by special conveyance. When coming from Lenoir or Elkland it is better to write the superintendent a few days before. The Linville River and East Tennessee and Western North Carolina comes from Johnson City to Boone. This is the route for those living in the section west of Boone.

Grounds.

The school owns two farms— about four hundred acres of land. This land is in woods, pasture, and crops. The gardens produce vegetables for the tables. A herd of Holsteins give milk for cooking purposes. Fruit comes from the orchards. The Campus is large and partly improved.

Buildings.

Watauga Academy is a frame Building and holds the Library, Business, Art, Printing, Weaving, and Book Room.

Administration Building is of brick and has the offices, recitation rooms, model class room, music rooms and auditorium.

The old Girls' Dormitory, a frame structure, is used for teachers' homes.

Newland Hall, a frame building, is the living place for men.

Science Hall is of brick construction and contains small chapel, lecture rooms, laboratory and museum.

Lovill Home is the home for women. It will care for 150 students and several lady teachers.

Arts and Craft is a two-story frame building and contains the gymnasium and Manual Training shops,

The New Dormitory for men is nearing completion. It will room one hundred.

The New River Light and Power Co.'s plant is owned by the school.

There are many cottages for laborers.

Equipment

Each building is furnished with the equipment needed for its use. Improvements are being made in all the departments.

Teachers

The teaching force is composed of men and women from the best schools. Teachers are selected to do a special kind of work, and must be fitted for the work.

What is Taught.

The preparatory takes students who have finished the public school work and have county certificates. These requirements will be enforced. The full year will prepare students for the first year. Above this there is a four year course. It is supposed that students make five units each year and can finish the twenty unit course and receive the school certificate. The courses are outlined in the catalogue which will be sent on request.

State Certificates.

On the completion of the course an elementary certificate is given. The State Board of Examiners has made this ruling: "Graduates from the Appalachian Training school, having eight grades of work, plus 20 Units, plus one summer school, plus one year's successful experience after graduation, including one year's reading circle work, as shown by a certificate from the superintendent of the Appalachian Training School, be granted credit for the primary or grammar grade certificate."

Cost.

Fees for registration for each term will be three dollars. One dollar of this will go to pay expenses of student activities. Special Departments have small fees. Tuition is free to public school teachers. Board is furnished at cost. These prices are not guananteed but will be kept if possible. Fall term $30. winter term $36. and spring term $34.

FPB:T

Labor.

Each student must do a period of work for the school each day. This work will be given out at the opening of the school.

Literary Societies.

Four Literary societies are maintained. Watauga and Appalachian for men and Euterpean and Calliopean for women. Each society has a hall.

Athletics.

Outdoor games are encouraged. There are grounds for baseball, basketball, croquet, and tennis. These games will be under the supervision of teachers.

Visiting.

Students will not be given permission to visit except on visiting days. No Sunday visiting is encouraged.

Churches.

Each student is asked to attend Sunday school and church in town. Women do not attend at night.

Religious Instruction

Chapel service is held at noon each school day. A scripture reading, songs and prayer is given. Many services are held by the town pastors.

What to Bring

Each student must bring a pair of sheets, a blanket, a quilt, a pillow with two cases, a counterpane, a spoon and a glass.

Uniform

The school will ask all the women who board in the dormitory to purchase and have made a uniform dress. A durable hat and a sensible shoe will also be selected.

Health Certificate

A certificate of good health and a freedom from exposure to a contagious disease will be required.

Examinations

At the close of each term a written examination will be given. A complete record of the standing of every student is kept.

Books

All books used in the classes are kept and sold in the Book Room.

Subjects Taught

English, Latin, French, Mathematics, History, Science, Education Cooking, Sewing, Printing, Manual Training, Book keeping, Short hand and Typewriting.

For further information address,

B. B. Dougherty, Superintendent,
Boone, N. C.

September 9, 1920

Mr. B. B. Dougherty, Principal
Appalachian Training School
Boone, North Carolina

Dear Mr. Dougherty:

I greatly appreciate your letter of August the 21st. I am sorry to learn of your personal loss and affliction, and extend my sincere sympathy.

The recent meeting of the Educational Commission at Raleigh was an exceedingly interesting one. Both Dr. Foust and Dr. Chase were present, and we missed you, but under the circumstances I can see how it was impossible for you to be there. I assure you that we all want to do the very best possible for Boone, and I hope that the next legislature will provide not only for a gradual redirection of the work at Boone, but for greatly increased income, thus opening up new and larger fields of service.

With best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

Same letter sent to:

George O. McBroom
N. P. Sanford

NC 245

August 21, 1920.

Mr. O. B. Jones,
China Grove,
North Carolina.

My dear Mr. Jones:-

You doubtless know that we are doing the Survey work for the Education Commission in North Carolina. At a conference with the Commission at Raleigh this week, the question arose whether the Farm Life School at China Grove was established under the County Farm Life Law of 1911,- that is, entirely supported by county funds and open to all the children in the county,- or, is it partly maintained by county and partly by local funds, that is, special tax district funds. Would you be good enough to inform me just how it is supported?

Thanking you for an early reply, I am

Very truly yours,

FRANK P. BACHMAN

FPB/GMC

NC 245

August 21, 1920.

Dr. Abraham Flexner,
Magnetawan,
Ontario, Canada.

Dear Dr. Flexner:-

I returned Wednesday night from Raleigh, where we had a splendid two-days conference going over the report in great detail, reading all the constructive chapters word for word.

Throughout the report, the Commission were anxious to eliminate all possible criticism of any one who had been in office recently or now. This will call for changes here and there. In going over the report, I am agreeably surprised to note that any criticism that might be taken as direct or personal, when eliminated, strengthens rather than weakens the report,- the general description and analysis carrying the conviction that the situation, irrespective of who might be responsible, needs to be remedied.

On two points only were there differences of opinion: One had to do with recommending the election of county school board members by popular election, and the other with the proposed teacher training program. The Commission was unanimous in the opinion that the election of county school

board members at a separate non-partisan election was the proper recommendation, but the election of the county school board members is at present so intimately related to active politics that it was felt to be unwise at this time to recommend such election. However, it was unanimously agreed that the general weakness of the present method should be pointed out and a statement made that probably North Carolina would find the corrective in the method of election which has proven most satisfactory elsewhere; namely, the election by the people at a separate non-partisan election.

In the way of teacher training we recommended that the first step was to strengthen and enlarge present teacher training institutions and further develop the county summer schools and teacher training departments in high schools, leaving the establishment of new teacher training institutions to the future. Mr. Robert Wright, the Chairman of the Commission, was dissatisfied with this recommendation, though it met the approval of the Commission, and the full endorsement of Superintendent Brooks. The question was debated back and forth for the greater part of a forenoon, President Chase and Dr. Foust of Greensboro being present and taking part in the discussion. The Commission voted to accept the recommendation. Nevertheless, this leaves President Wright rather unhappy. I am, however, taking the matter up with Brooks, as the proposed scheme makes no provision for graduates of non-standard

high schools, of which there must be at least 1,500 a year. Further reflection leads me to believe that some provision should be made for these non-standard high school graduates.

Otherwise, the report was accepted unanimously and the meeting was characterized by frankness and confidence.

I extended to the Commission your regrets and they were sorry indeed that it was impossible for you to be present. I am sure you would have enjoyed it.

With kindest regards and best wishes, I am

Very sincerely yours,

FPB/GMC

N C 245

August 25, 1920.

Honorable E. C. Brooks,
Department of Education,
Raleigh, North Carolina.

Dear Dr. Brooks:-

I have completed today the revision of the chapter on Better-trained Teachers, and have thought over the discussions at the meeting of the Education Commission with regard to the advisability of asking the next General Assembly to establish at least one new normal school.

Our tabulation shows that in 1917-18 there were only 104 high schools in the entire state that might be classified as standard,- that is, schools offering four-year courses of study, having at least three teachers, and a term between 32 and 36 weeks. I doubt whether the graduates of these schools exceed over 1,600. Walker's report of 3,000 graduates includes those from all high schools reporting four-year courses.

The above number of probable standard high schools corresponds approximately to the number of accredited high schools at the University of North Carolina, published in the High School Inspector's report. This accredited list shows that twelve counties have both city and rural standard four-year high schools, three counties have only rural, 46 with only city, and 39 counties

with neither rural nor city, making a total of 85 counties with no standard four-year rural high school.

If the Boone and Cullowhee are made into non-standard normal schools, there will be an opening in the mountain section for the overgrown boys and girls from the Seventh Grade, as well as graduates from non-standard high schools. If, however, the plan is carried out which we propose in our report, there will be no such institution east of the mountains. What is to be done for the overgrown boys and girls east of the mountains having no home high school opportunities, and for the graduates in the 13 counties having no standard high school, either city or rural, and in the 70 counties having no standard rural high school who have completed one, two, three, and four-year high school courses and who expect to teach?

With the above facts in mind, I cannot help but feel that at least one non-standard normal school ought to be established by the General Assemply of 1921 east of the mountains. And yet, other things considered, I am not at all satisfied with this conclusion.

As soon as the Legislature is over, would it not be well for you, Wright, possibly Walker, and such other members of the Commission as might be gotten together, to meet at your office and thrash over again the teacher training program to be proposed the Commission?

With kindest regards and best wishes, I am

Very truly yours,

FPB/GMC

CrC 245

August 26, 1920.

Mr. M. E. Haggerty,
School of Education,
University of Minnesota,
Minneapolis, Minnesota.

Dear Haggerty:-

One place in the report I want to show the spread of ages of children in the same grade, and I am quoting a sample primary class and should like to have the ages of the children tested in reading in Grades Five and Seven as follows: The number in each of these grades seven years old, eight years old, nine years old, ten years old, etc.

With kindest regards and best wishes, I am

Very sincerely yours,

FPB/GMC

NC 245

August 26, 1920.

President Robert Wright,
Greenville, North Carolina.

My dear Dr. Wright:-

I have just completed going over the report, making all the changes and alterations suggested at our recent conference. I am sell satisfied with our conclusions and recommendations in all instances except the one on Better-trained Teachers. As I stated at the conference, there are probably only 104 standard four-year high schools in the State, and I doubt whether these graduate more than 1,600 students annually. The 3,000 graduates reported by Walker include the graduates of all high schools claiming to have four-year courses. A careful tabulation of these standard high schools shows that there are 39 counties with no standard high school, either city or rural, and 85 counties with no standard rural high school.

Our plan for Boone and Cullowhee takes care of the overgrown seventh grade boys and of the graduates of non-standard high schools of that section, but there is no provision for such boys and girls and graduates east of the mountains, and there are 26 counties east of the mountains having no standard high school, either city or rural, and 70

counties having no standard rural high school. What to do with the boys and girls with no home high school opportunities and for the graduates of one, two, three, and four-year non-standard high school of this great section bothers me grieviously.

In a letter today to Brooks I am proposing that immediately after the General Assembly adjourns, you, Brooks and I, and possibly Walker and such other members of the Commission as can be gotten together meet at Raleigh, and again take up our proposed teacher training program. What do you think of this suggestion?

Very truly yours,

FPB/GMC

NC245

August 26, 1920.

Professor M. E. Haggerty,
School of Education,
University of Minnesota,
Minneapolis, Minnesota.

Dear Haggerty:-

We now have the North Carolina Report practically ready for press, with the exception of your chapter. This, I believe, was promised by the first of September, and I am wondering how nearly it will be ready at that time. I do not want to hurry or press you, but our own work will be greatly facilitated if you can get your chapter to us at a very early date.

I have not sent you the Latin papers for the simple reason that they are so marked that the tabulation would be a very simple matter, and I have never known exactly what we would do with results. Dr. Flexner is in Canada and I have left the matter until he returns. I hope our failure to send the Latin papers has not delayed you. Go ahead without them, indicating where you think a paragraph or two about the Latin work might be inserted.

I hope you had a very pleasant summer and have enjoyed working at the chapter on Instruction in North Carolina.

RNE.S

With kindest regards and best wishes to you and your wife, I am

Very sincerely yours,

PPB/CMC

A C245

August 26, 1920.

Dr. Abraham Flexner,
Magnetawan,
Ontario, Canada.

Dear Dr. Flexner:-

I am sending this letter by Mrs. Bailey. The question of publicity was taken up by the Commission. They decided to print 15,000 copies of the report and to distribute it freely among all classes of citizens. They also expect to prepare or have prepared brief digest which will be sent to all the newspapers. A prominent place is to be given to the report at the Teachers' Assembly which meets at Thanksgiving time at Asheville. A full morning and evening general session will be given to it, as well as the meetings of some of the departmental sessions, such as the county superintendents and city superintendents.

I never learned of the final action in Delaware, but have written Commissioner Spaid asking him about it, and will send you his letter and also a copy of the memorandum prepared for the Governor.

Within the next day or two I will have completed all the changes and alterations in the report suggested at the recent meeting of the Commission, as well as such other minor changes which occur to me as improvements in the organization

and unity of the report. When these several chapters are recopied - Miss Thornblum will be back next week - do you want me to send them to you?

I have written Haggerty, asking him to send us as quickly as he can, without undue hurry, the chapter on Instruction. Shall I take this and try to work it over, bringing it in accord with our other chapters, or shall I send it directly to you?

After going over the report again, I am equally dissatisfied with regard to our teacher training program. There are very weighty reasons why we should recommend the establishment of at least one additional normal school. At the same time there are almost equally as weighty reasons why we should not do so. The principal reason why there should be established an additional normal school is the fact that east of the mountains there are 26 counties having no standard high school, either city or rural, and 70 counties having no standard rural high school. At the present time, as our program stands, there will be no state institution in all this large region offering teacher-training instruction for overgrown boys and girls having no home high school opportunities or for the graduates of one, two, three, and four-year non-standard high schools who expect to teach. I have forwarded these facts to Brooks and to Wright and have suggested that on the adjournment of the Legislature we get to-

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gether and reexamvass the problem. Of course, I will abide by their decision, giving special deference to Brooks' opinions, for, as I stated before when at Raleigh, he was entirely in accord with the program outlined and was opposed to the recommendation of an additional normal school.

About the beginning of the week I will start rewriting the School Law. This is going to be a rather difficult task owing to constitutional limitations and certain peculiarities in the North Carolina situation arising from the Six Months School Law.

When do you think we will be able to get in Kentucky?

With kindest regards and best wishes to all, I remain

Very sincerely yours,

FPB/GMC

NC 245

Superintendent of Public Instruction
State of North Carolina
Raleigh

August 27, 1920.

STATE BOARD OF EDUCATION
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ANSWERED

Dr. Frank P. Bachman,
61 Broadway,
New York, N. Y.

My dear Bachman:-

The Legislature has at last adjourned. They gave me everything I asked for but not quite in the way I asked for it. But the difference is a minor matter.

I am sending you, enclosed, a statement of the new legislation which I shall publish in North Carolina Education. You can see from it what the new law means.

As to Wright's contention for another normal school I have no objection to changing that sentence if it will produce harmony in the family. The only reason I hesitate to put it in is that I do not want to recommend a thing in this report which I am not going to fight strenuously for when the General Assembly meets, and I shall have to reserve my decision in that matter until the General Assembly meets. But if the Commission wants to put it in I shall then still be free to follow a course that would seem to me to be wise at that time.

I would like to talk with you about some other matters. Let me know when you expect to return to the State.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

NC245

GENERAL EDUCATION BOARD
RECEIVED
AUG 30 1920
ANSWERED

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

August 27,1920.

Dr. Frank P. Bachman,

61 Broadway,New York,N.Y.

Dear Bachman:

I have just read your letter August 26 suggesting that you ,Brooks ,Walker and I and some others members o f the commission have a conference in Raleigh some time soon. I shallbe glad to have such a conference. The more I have thought over this situation the more serious it is to me. IfII have anything like a correct view of the situation we have made no provision for a large number of boys and girls of North Carolina who must of necessity go away from home to school. Many of them would make good teachers, if they had the opportunity. It is possible in Brooks's scheme he is making some provision for these. They must be taken care of some way. They must be taken care of some way if it means admitting them to the institutions we had placed on the 15 units basis. If you will let me know what date suits you and who you want to have in the conference I will write to them and have them meet. It might not be a bad plan to have Underwood the president of the Teachers Assembly with us at that conference, and if you think well we might call Withers who is Chairman Dept. Higher Education in the Teachers Assembly to meet with us.

With best wishes, I am

Yours very cordially,

Robt H Wright

President.

P.S. I wonder if Dr. Flexner would come.

RHW/H.

NC 245

Superintendent of Public Instruction
State of North Carolina
Raleigh

August 28, 1920.

GENERAL EDUCATION BOARD
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ANSWERED

Dr. Frank. P. Bachman,
61 Broadway,
New York, N. Y.

My dear Bachman:-

I have been unable to give much thought to the report and especially to that provision concerning teacher training until now. You know how busy I have been during the General Assembly.

I have gone over Chapter 10 very carefully and I am inclined to look at the matter somewhat from Wright's viewpoint. This is the Commission's report and not the specific recommendation of the State Superintendent of Public Instruction to meet an immediate need. Therefore, I suggest that Chapter 10, last paragraph, contain the following amendment:

"The General Assembly of 1921, we believe, should first enlarge, strengthen and redirect the work of the existing institutions and provide more liberally for county summer schools and high school training departments. Moreover, it should make provisions for at least one new Normal school. Even this will not be sufficient for the needs of the State when the public school fund is sufficiently large to eliminate all second grade teachers and pay adequate salaries to better trained teachers for all the schools."

I am sending Wright a copy of this letter. I have not had time to communicate with him before now.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

NC245

August 30, 1920

Dr. Abraham Flexner
Magnetawan
Ontario, Canada

Dear Dr. Flexner:

We are sending you the parts of the Virginia report which relate to state apportionments to Negro schools. However, no change was made in the method of apportioning state school funds. It is the old story of selfish local interests against the common weal.

The Delaware law went through about as amended by the commission, though some minor changes to the good were made. I am sending the memorandum prepared at the time the amended laws were before the legislature, indicating in each instance what was done or not done. I have also added a little note at the end. You will remember that Delaware increased its state appropriation for public schools in 1919 from $500,000 to $1,000,000; the recent special session increased it to $1,500,000.

I have just received a letter from Brooks, and while, as usual, things didn't turn out exactly as he anticipated, he got practically all that he asked for. This provides, as we had hoped, increased salaries for teachers, based on a new certification

scheme that relates salaries to preparation and experience. The state appropriation for 1920-1921 is $4,100,000, an increase of $600,000 over that of last year. Included in this appropriation is $10,000 for the establishment of a division of schoolhouse planning, and $5,000 for a division of school finance and statistics, thus providing for much needed supervision of public school buildings and for better supervision of the apportionment of state school funds. Brooks is to be congratulated, for, while the peak of perfection has not been reached, the state is nevertheless moving rapidly, and, I think, in the right direction.

I am also in receipt of a letter from Brooks with regard to the teacher training program of the commission. He is apparently inclined to modify his previous position, and I am planning a conference with him and the commission next Monday. At that time I feel confident we can all agree on a teacher training program to be recommended. At least, things look very favorable, but I am not counting my chickens until the eggs are laid.

Shaw will have the graph you want ready on your return.

Most of our girls are back this morning, well tanned, apparently rested and happy. They all send you and yours their greetings and love. (The say "strong on the <u>love</u>.")

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

A C245

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Secretaries

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General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902

61 BROADWAY
NEW YORK

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Albert Shaw
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Starr J. Murphy
Edwin A. Alderman
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Trevor Arnett

Magnetawan

Ontario, Canada

August 30, 1920

Dr. Frank P. Bachman
61 Broadway
New York City, U.S.A.

Dear Bachman:

Now that Mrs. Bailey and her Corona are here, I will indulge myself in a typewritteh letter - a luxury which I have been denied all summer long. On the other hand, as Mrs. Bailey has an immense lot to do, I shall be brief.

I have yours of the 26th. I will be in New York on the morning of September 15. It takes at least three days for a registered parcel to come here from New York. You can make up your mind whether you want to send Miss Thornblum's copy of the North Carolina report up here for me to read or whether you want me to read it when I get back to the office. If the latter, I will promise to give it my first attention. Indeed that is why I am getting the Annual Report out of my way now. If this will be unduly late, send it here and I will read it and return it to you from here if it reaches me. But how about Haggerty's chapter? That will have to be woven into the report and, as I understand it, you have not yet received it. On what date does Brooks want the manuscript, so that he can turn it over to his printer? Will it be possible for them to have it printed uniform in

ize and as nearly uniform as possible in type with our Maryland and Delaware Reports, so that we could have this incorporated in our series of publications. If you do not know about this, write Brooks, sending him a copy of one of our own surveys, so that he can answer you intelligently.

Mrs. Bailey has told me your question regarding the additional Latin papers which Haggerty has forwarded to you. I should not bother with them. I believe we have enough of that material.

As to the teacher training program, why would it not be possible to say that unquestionably from the standpoint of the state's needs there should be established an additional normal school, giving all the reasons therefor, on the other hand stating that at the moment the state is probably not in position to take this step, but that it should be put down among the needs to be met as soon as the state is financially in position to do so. In this way a properly worded paragraph will make the point and drive it home without committing the Commission or ourselves to a recommendation which is impossible of adoption at the moment.

As to Kentucky, I think we should "beat" it for Kentucky the very minute we can get the North Carolina Report out of the office - this being another reason why I am so anxious to finish the Annual Report so that it will not hold me in New York. I will be ready to go with you ~~in~~ to Kentucky the day after you have the North Carolina thing off your hands and, if you will let me know in reply approximately when you think that will be, I will write Mr. Barrett and Superintendent Colvin to expect us at that time. As far as I am concerned, finishing the Annual Report will clear the decks, so that I can devote the early days after

my return to the office to the Kentucky and North Carolina situations.

Won't you please tell Miss Cosenza I am working under pressure, so that I have to write as few letters as possible, how deeply and genuinely I appreciated the sweet note she sent me by Mrs. Bailey? Tell them all that their love and good wishes have comforted and cheered me during this long holiday. I cannot say how often I have thought of you all and how deeply I feel that I should have been on the job with you there at 61. On the other hand, I shall come back so much stronger and better than ever before that I am sure it was a good thing for me to break loose as I did.

With warm regards,

Sincerely yours,

Abraham Flexner

P.S.

Won't you please tell Mr. Ernest that the third box arrived Saturday; also ask him to send a typewriter ribbon for the Corona, as this one is worn in parts? (E.S.B.)

A.F.

AF/ESB

North Carolina Negro Students of Professional Character Attending Institutions Outside the State

NE245

	Benedict Coll.	Claflin Univ.	Hampton Inst.	Howard Univ.	Meharry	Shelman	A. Univ.	W. Va. Collegiate	Total
Alamance			1	1					2
Anson			1						1
Ashe				1					1
Beaufort				2	1				3
Bertie			1						1
Bladen			1						1
Buncombe		3	2	1	1	1		1	9
Caldwell					1				1
Camden				1					1
Catawba					2				2
Chowan				1	1				2
Craven				2	2				4
Cumberland					1				1
Duplin					1				1
Durham			4	1					5
Edgecombe			2	1	1				4
Forsyth	1		1	3	4				9
Franklin				1	1				2
Gaston	1								1
Gates			2				1		3
Granville							1		1
Greene				1					1
Guilford				5					5
Halifax			1	2					3
Hertford				3					3
Johnston				1					1
Jones							1		1
Lee					1				1
Lenoir				2	1				3
Mecklenburg				2	1				3
Moore			1						1
New Hanover			4	1	2				7
Northampton				1					1
Orange			3						3
Pasquotank			1	1	1				3
Person				1					1
Pitt				1					1
Robeson				2	2				4
Rockingham					1				1
Rowan			1	1				1	3
Sampson					1				1
Scotland	1								1
Union				1					1
Vance				2	1				3
Wake			1	5	4				10
Washington			1	1					2
Wayne			2						2
Wilson	1			2	1				4
Unknown				2					2
	4	3	30	52	32	1	3	2	127

Notes to Preceding page:

1. The 4 Benedict students were as follows:

Ministerial	1
Nurse Training	2
Dressmaking	1

2. The three Claflin students were all in Dressmaking and Domestic Arts

3. The 30 Hampton students were made up as follows:

Auto Mechanics	1	
Bricklaying	6	
Blacksmithing	3	
Builders	1	
Business	8	
Carpentry	1	
Printing	5	
Shoemaking	1	
Tailoring	3	
Wheelwrighting	1	30

4. The 52 Howard students were made up as follows:

Commercial & Finance	4	
School of Religion	12	
Graduate	1	
Music	3	
Pharmaceutical	3	
Dental	8	
Law	5	
Medicine	16	52

5. The 32 Meharry students were made up as follows:

Dental	14	
Medical	13	
Pharmaceutical	5	32

6. The student from Spelman was in dressmaking.

7. The 3 students at Virginia Union University were:

Ministerial	1
Theological	1
Special	1

8. The 2 students at West Virginia Collegiate Institute attended the Summer School, so it was thought to place them in the "Professional" category.

It might be well to note here that the slight divergence between the totals of these separate divisions and the total of 517 students from North Carolina shown on the combined table and map is due to the fact that one or two students are shown twice, and two students, whose post office addressew were not found in the postal guide, appearing in the Professional group under "Unknown" county, could not be placed anywhere on the map and were eliminated from the combined table.

North Carolina Negro Students Attending Teacher-Training Departments of Institutions Outside the State

	Atlanta Univ.	Benedict Coll.	Hampton Inst.	Howard Univ.	Tuskegee Inst.	La. Normal Univ.	Wilberforce	Va. Theol. Sem.	Total
Beaufort							1		1
Buncombe							1		1
Chowan				1					1
Durham			1				1		2
Edgecombe			1						1
Forsyth			1				1		2
Granville					1				1
Guilford	2		1	2					5
Henderson		1							1
Johnston			1						1
Mecklenburg			1						1
New Hanover					1		1		2
Northampton			1						1
Pasquotank			2			1			3
Pitt								1	1
Randolph			1						1
Rowan			1						1
Vance			1						1
Wake			4						4
Wayne					1				1
	2	1	16	3	3	1	5	1	32

North Carolina Elementary Students Attending Negro Institutions

Outside the State

	Christiansburg	Claflin	Hartshorn	Huntsville	Samuel Huston	Swift Memorial	Total
Buncombe		1				7	8
Durham			2				2
Gaston	1						1
Nash			1				1
Pitt			1				1
Robeson		1					1
Rutherford				1	2		3
Scotland		1					1
	1	3	4	1	2	7	18

NC 245

North Carolina Negro Students of College Grade Attending Institutions Outside the State

Counties	Allen Univ.	Atlanta Univ.	Claflin Univ.	Clark Univ.	Fisk Univ.	Hartshorn Mem.	Howard Univ.	Knoxville Coll.	Lincoln Univ.	Morehouse Coll.	Morgan Coll.	Philander Smith	Storer College	Va. Mech. Inst.	Va. Union Univ.	Wilberforce Univ.	Livingstone Memorial	Total
Beaufort									1						1			2
Bladen		1																1
Buncombe	2	1	1	3	3			1	3	1	1					8		24
Cabarrus															1			1
Caldwell									1									1
Camden									1									1
Carteret									1									1
Caswell															2			2
Catawba				1											1			2
Chowan															1			1
Cleveland					1													1
Columbus															1			1
Craven									1									1
Cumberland							1								1			2
Currituck															1			1
Duplin															1			1
Durham							7								1			8
Edgecombe							3		2			1	1		3			9
Forsyth							5		4		1	1			2	4		17
Granville															3			3
Guilford					1		4		5	1				1		1		13
Hertford							2								1			3
Jackson					1													1
Lee							1											1
Lenoir							2		2						1			5
Mecklenburg		2			3		3		2				1					11
Nash									1									1
New Hanover					3		1		2						4	1		11
Northampton							1											1
Onslow							1											1
Orange				1	3													4
Pasquotank					1	1			3									5
Perquimans									1									1
Pitt							1											1
Richmond															1			1
Robeson									1							1		2
Rockingham		1		1	1			4								1		8
Rowan					1										1			2
Sampson							1											1
Scotland		1		1					1									3
Union							1											1
Vance					1			1							1			3
Wake					3		1										1	5
Warren							1	1										2
Wayne							1								2			3
Wilson									1									1
Yadkin									1									1
	2	6	1	7	22	1	37	7	34	2	2	1	2	1	30	16	1	172

Counties in North Carolina from Which College Students in North Carolina Colleges Came in 1924-25

Counties	Bennett	Elizabeth City	Fayetteville	Johnson C. Smith	Kittrell	Livingstone	Negro A. & T.	Shaw	St. Augustine's	Winston-Salem	Total
Alamance				2							2
Anson						1				1	2
Beaufort		1				1	2				4
Bertie		4						1			5
Bladen			2			1	1	1		2	7
Brunswick			1								1
Buncombe	1			1		3	3	3	1		12
Burke					1			1	1		3
Cabarrus						2		1			3
Carteret							1	1			2
Catawba	1			1							2
Chatham										1	1
Chowan		3	1			2		4			10
Cleveland							2			2	4
Columbus							1	2		1	4
Craven		1				4		1		4	10
Cumberland			17	1	2			1			21
Currituck		1									1
Davidson										5	5
Davie				2							2
Duplin			1				1	4			6
Durham						2					2
Edgecombe		2	1					5		2	10
Forsyth			1	1	4	2		3		49	60
Franklin				1				4		1	6
Gaston				1		1				2	4

	Bennett	Charlotte City	Fayetteville	Johnston & Smith	Kittrell	Livingstone	Regulators	Shaw	St. Augustine's	Winston-Salem	Total	
Gates		1						1			2	
Granville		3	1	1				4			9	
Greene			1								1	
Guilford	8					3	3	4		12	30	
Halifax		2	1	1		1		2		1	8	
Harnett			3					1		1	5	
Haywood							2				2	
Henderson				1							1	
Hertford								3			3	
Iredell				6						2	8	
Hoke							1				1	
Johnston			4				1	2		2	9	
Lee			1	2			1				4	
Lenoir		3	2	1		1		2		2	11	
Lincoln				1		1					2	
Martin							1				1	
Mecklenburg				21		13		10		14	58	
Montgomery			3							3	6	
Moore							2			1	3	
Nash								1			1	
New Hanover		2	6	1	2	2		4	1		18	
Northampton							1	2			3	
Onslow							1				1	
Pasquotank		11				1		10			22	
Pender					1		1				2	
Person					1		1				2	
Randolph	1									1	2	
Richmond							2	4			6	
Robeson	3		2	3			1	3		1	13	

	Bennett	Elizabeth City	Fayetteville	Johnson C. Smith	Kittrell	Livingstone	Morgan C. & S.	Shaw	St. Augustine	Winston-Salem	Total
Rockingham				2			2	1		4	9
Rowan						19	1	4		5	29
Rutherford				1							1
Scotland	1		1							1	3
Stanly										1	1
Surry										1	1
Transylvania										1	1
Union				1				1			2
Vance	1				2			3		4	10
Wake			1		3			35	7	13	59
Warren							1	1		4	6
Washington		4									4
Wayne				1		5		9		1	16
Wilson				3		5		1	1		10
	16	38	50	56	16	70	33	140	11	145	575

States from Which Students in North Carolina Colleges Came in 1924-25

	Bennett	Elizabeth City	Fayetteville	Johnson C. Smith	Kittrell	Livingstone	Agric. & T.	Shaw	St. Augustine's	Winston-Salem	Total
Alabama				1		3					4
Arkansas				2				1			3
Connecticut								1			1
D.C.				1							1
Florida				2					1	1	4
Georgia		1		11			1	2	3		18
Illinois				1							1
Kentucky							1				1
Maryland				1				1		1	3
Massachusetts		1				1					2
Mississippi				1		2					3
New Jersey									1		1
New York	1	1						3	2		7
Ohio						1		1			2
Pennsylvania				1		1	1				3
South Carolina	1		1	27		11	3	7	1	1	52
Tennessee				2		12	1	1			16
Virginia	2	7	1	10	4	5	3	7	4	2	45
West Virginia						1					1
	4	10	2	60	4	37	10	24	12	5	168
Foreign Countries								1			

The University of Minnesota
College of Education
Minneapolis

OFFICE OF THE DEAN

NC 245
GENERAL EDUCATION BOARD
RECEIVED
SEP 7 1920
ANSWERED

September 2, 1920

Dr. Frank Bachman,
General Education Board,
61 Broadway,
New York City, N. Y.

Dear Doctor Bachman:

I have your letter of August 26th, relative to the North Carolina Report. I have just returned from a little vacation at the lake and will get to work at once on the Tests and Measurements material.

All of the statistical work, I believe, is done and the tables are ready for typing.

I do not recall any promise made on my part to have this chapter ready by the first of September. My memory runs, without looking up the correspondence, that it was to be October 1st. This, I recall, Dr. Flexer told me, would be ample time. However, I shall get it to you at as early a date as possible.

Cordially yours,

M. E. Haggerty

MEH:F

NC C245

September 3, 1920

Dr. Abraham Flexner
Magnetawan
Ontario
Canada

Dear Dr. Flexner:

I am happy to say that we had in mind the re-publication of the North Carolina report as one of our series. To this end the commission decided to have their report printed in conformity to the makeup of our Delaware report, and we are to have charge of proofs, etc.

Miss Thornblum informs me that it will be possible to send you all the chapters of the report, as corrected, except Haggerty's, early next week. We are sending this not because there is any particular hurry, but thinking that you might like to have it to go over in the quiet of Canada rather than in the midst of the strain and stress of our office.

I wrote Haggerty more than a week ago asking when we might expect his chapter, but have not heard from him. If I do not hear by the time I get back from North Carolina I shall write him again.

I have been working the last three or four days on the writing of the North Carolina law. Owing to constitutional

limitations and certain peculiarities of their school legislation, this is proving to be a grueling task. However, in due time we shall probably be able to work out all of the kinks.

Our offices close for Labor Day weekend. I am leaving Saturday night for Raleigh for conference with Brooks and the commission on Monday. From the correspondence with Brooks and Wright, I am confident that an agreement satisfactory to all can be reached in the matter of the teacher training program. If so, this will clear the way for our report to go to press as soon as it is completed.

With kindest regards and best wishes,

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

NC245

September 8, 1920

Dr. Abraham Flexner
Magnetawan
Ontario, Canada

Dear Dr. Flexner:

Miss Thornblum has been slightly delayed in preparing the copy of the North Carolina report, owing to my taking a part of it with me on my trip south. For this reason we do not think it advisable to send the report to you in Canada, fearing that it may not reach you much before you leave.

I returned this morning from Raleigh, where we had a very interesting and satisfactory discussion of our teacher training program. Some of the differences had been erased through correspondence, and those remaining disappeared in the face of a reconsideration of the situation. Accordingly, the commission unanimously favors the recommendation of the establishment of at least one minor normal school, at the same time pointing out that even this will not be sufficient for present demands if the rural schools are to have anything like well trained teachers.

I took along with me such sections of the law as I had been able to write up to date, and derived a good deal of advantage from reading these sections to the commission, including Brooks, as well as from discussing with them certain involved interpretations

of both the constitution and the existing law. This morning I am trying to work out a procedure by which most of the 136 specially chartered districts can be killed off, and the larger ones only created city school districts. I hope to complete the article on the state board of education by the end of the week.

I have a letter from Haggerty, saying he has just come back from his vacation and will get to work on the chapter at once. It seems, however, from his letter that he has done nothing toward writing it as yet. We can probably send to the printer all the other chapters, when they are finally prepared, leaving Haggerty's chapter to go in later, thus saving time.

With kindest regards and best wishes,

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

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General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902

61 BROADWAY
NEW YORK

RALEIGH N.C. RECEIVED SEP 13 1920 ANSWERED

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Trevor Arnett

September 9, 1920

Dr. E. C. Sage
61 Broadway
New York, N. Y.

Dear Dr. Sage:

Mrs. Bailey is finishing her work today and will leave tomorrow if a berth is procurable. If not, on Saturday. She carries with her a copy of the report, which is practically complete, awaiting only such revision as is suggested by Dr. Buttrick and yourself.

I shall be in the office Wednesday morning. I shall have to go over the North Carolina report with Dr. Bachman and immediately thereafter to go out to Kentucky to start the survey work there. Now I am wondering whether it would be possible for you to read the copy of the report which Mrs. Bailey carries with her and to give me your suggestions at once. I want to get this report off my hands and to the printer, so that it does not become entangled with all the details of all our fall work when that begins to buzz. You may have some questions to ask as to why I have done one or two rather unusual things, but, if so, I think Mrs. Bailey will be able to answer them. I refer particularly to my inclusion of action taken on July 1 in reference to colleges and universities and Negro schools. Please criticise

the document from every point of view with the utmost candor.

I have sent Section I, dealing with colleges and universities, to Mr. Arnett and he promises to have his comments at the office for me by the time I return.

The closing days here have been perfect and, though I shall not be rotund when I return to the office, I think you will find that I have gained enormously in vigor. I certainly feel as though I had had a complete physical rejuventaion.

Give my love to all the good people in the office and believe me

Sincerely yours,

A. T.

AF/ESB

NC245

GENERAL EDUCATION BOARD
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SEP 13 1920
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NEW YORK

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Charles P. Howland
Trevor Arnett

Magnetawan
Ontario, Canada
September 9, 1920

Dr. Frank P. Bachman
61 Broadway
New York, N. Y.

Dear Bachman:

Thank you for your letter and for the quotations from the Virginia Survey. I am sorry to find that the legislature made no improvements in the apportionment of funds to Negro schools.

If Miss Thornblum's North Carolina Survey comes, I shall have it read by the time I get back to the office Wednesday morning.

Meanwhile, Mrs. Bailey will be on the job with her tomahawk and her ill temper early Monday morning. I should be glad if you would read that portion of the Annual Report dealing with studies and research and make such comments on it as occur to you. Mrs. Bailey will show it to you.

I enclose a copy of a note which I have just written Mr. Barrett in Louisville.

With affectionate greetings to all in the office,

Always yours,

A. F.

AF/ESB

Superintendent of Public Instruction
State of North Carolina
Raleigh

GENERAL EDUCATION BOARD
RECEIVED
SEP 13 1920
ANSWERED

September 10, 1920.

Dr. F. P. Bachman,
61 Broadway,
New York, N. Y.

My dear Dr. Bachman:-

In accordance with a recent enactment of the General Assembly a department of schoolhouse planning was provided for. The State Department very kindly selected me as Director of Schoolhouse Planning for this State. As they were kind enough to offer me the position and I felt that I could be of assistance just at this time, I have gladly undertaken the work.

If you have at hand information and material which will be helpful to me I take the liberty of asking you for whatever assistance you may deem worth while to me. If you can furnish me with the following data it will be appreciated:

1. Which States seem to have worked out the problem of schoolhouse planning to meet the needs of both city and rural conditions ?

2. Whom do you regard as the leading school architects of the country today, and where may some of the best types of buildings be found ?

3. Kindly advise me as to cities and towns which I may visit to the best advantage in order to get some first hand information as to the arrangement of buildings, heat, light, special departments, modern conveniences, etc.

I am very anxious to have a conference with you if it happens that you will visit the State in the near future. It is my purpose to go to New York at some time during the month of November, and I hope very much to have the pleasure of meeting you for a conference at that time.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2.. Dr. F. P. Bachman. September 24, 1920

We all recall your visit to Wilmington with a great deal of pleasure and if you should return you will be given a cordial welcome I am sure by the friends you have already made.

Thanking you in advance for any assistance you may be able to give me, I am

Most sincerely,

John J. Blair

Director of Schoolhouse Planning.

September 24, 1920

Mr. John J. Blair
State Department of Education
Raleigh, North Carolina

My dear Mr. Blair:

Nothing has happened for a long time to give me more pleasure than the establishment of the Division of Schoolhouse Planning in the State Department of Education at Raleigh, and your appointment as Director of this division. Such a department is greatly needed, and I think it is fortunate for the state to have at hand a man so deeply interested in, and so well prepared for, this work.

I shall try to answer your questions seriatim. I think you will find instructive the building regulations of at least the states of New York, Indiana, Ohio, and Delaware. These, of course, you can procure by directing your requests to the respective departments of education. A good many of the state school departments of the country have also issued books on school architecture. Some of these, in my opinion, are without value, but others are very suggestive. Permit me to suggest that you write to all the state departments, asking for such publications as they may have on schoolhouse plans and construction.

Our best school architects are, of course, located in the cities. Few of these have given any attention to rural school buildings, but many of their ideas may be adapted to rural school needs. Examples of their work will be found in the three or four volumes on school buildings published by the Bruce Publishing Company, of Milwaukee, Wisconsin, and I would advise you to get all of these volumes, if you have not already access to them. You will find it profitable, too, I think, to get in touch with Frank Irving Cooper, architect of the Boston public schools (address, 33 Cornhill, Boston); and with Mr. J. O. Betelle, of the firm Guilbert & Betelle, 665 Broad Street, Newark, New Jersey. Mr. Betelle is school architect for the State of Delaware, as well as for the City of Newark, and for some years has been giving a brief course of lectures on school architecture at Columbia University. You will find illustrations of his Delaware plans in recent numbers of "The American Architect." While Dr. Dresslar is not, in a sense, a school architect, I think you will receive much help by getting in touch with him; you doubtless know his books on American Schoolhouses, etc. Dr. F. W. Hart, of Teachers College, Columbia University, is likewise giving much attention to school buildings, and, I am under the impression, has a book in press on the subject.

I think Dr. Otis W. Caldwell, Director of the Lincoln

School, New York City, might give you some valuable information about city school buildings worth visiting, as he has been over this field very recently. I think, also, you would find it of advantage to visit some of the consolidated rural schools of the Middle West, particularly of Ohio and Indiana. I hope such visits may be rendered possible.

Wishing you every success in this splendid field, I remain

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

NC275

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

September 13, 1920

GENERAL EDUCATION BOARD
RECEIVED
SEP
15
1920
ANSWERED

Dr. Frank P. Bachman,
General Education Board,
61 Broadway, New York.
My dear Bachman:

I hope to send you tomorrow the Letter of Transmittal to the Governor and the Foreword for our report and I want you to feel perfectly free to change either the Letter of Transmittal or the Foreword in any way you see fit. If I have left out any person or group of persons we should mention in our Foreword, please insert them. I am going to ask you also to edit this for me because I am working under the most trying conditions I have ever worked. It will take me at least four weeks to get straightened out so I can think consistently. After that I hope to strike a normal pace.

With best wishes, I am

Yours sincerely,

Robert H. Wright
President

RHW/R

NC 245

The University of Minnesota
College of Education
Minneapolis

OFFICE OF THE DEAN

September 13, 1920.

GENERAL EDUCATION BOARD
RECEIVED
SEP 16 1920
ANSWERED

Dr. Frank P. Bachman
General Education Board
61 Broadway
New York City

My dear Mr. Bachman:

In going over the tables and studying your volume, I am of the opinion that the final discussion covering this matter should be written by you. My idea would be to transmit to you the completed tables with somewhat extended notations calling attention to the outstanding results as shown by the tables. You would then be in a position to utilize these materials in such fashion as you see fit and to make them really a part of your volume in style and design.

If, on the other hand, you care to have me write a straight forward discussion on the measurement work, I shall be glad to do so.

Cordially yours,

W. E. Haggerty

September 17, 1920

Dr. M. E. Haggerty
University of Minnesota
College of Education
Minneapolis, Minnesota

Dear Dr. Haggerty:

Dr. Bachman has been talking with me about your letter of the thirteenth and I am sending you the following telegram:

> "Dr. Bachman has just showed me your letter of thirteenth. No question in our mind that account and discussion of measurement work should be written by you as was contemplated. Are being held up by lack of chapter which you are to contribute. Would appreciate greatly prompt action on your part."

Inasmuch as you conducted the work and are already familiar with the statistical results, it seems to us obvious that they ought to be expounded by you in the first place. We will doubtless have to do a certain amount of editing in order to fit your exposition into the rest of our report, but our part will be distinctly minor.

You will undoubtedly recall that in our interviews at Chicago Dr. Buttrick and I stated that we would give you every possible facility, in order that your work might be expeditiously completed. In your letter of November 29, 1919, you wrote, "I should be free by August 1 to give my entire time to the interpretation of the results and the writing of the report and could continue to give fulltime until the report was

completed." Of course we know that slight variations in these calculations are likely to occur, but it is now approaching the end of September and we are naturally solicitous when we learn that the actual writing has not yet been begun. We have promised the commission to put the report in their hands at an early date and it is all ready with the exception of the chapter which you are to contribute. We will all deeply appreciate your effective coöperation in completing the report.

With warm regards and best wishes,

Very sincerely yours,

ABRAHAM FLEXNER

P.S.

Dr. Bachman, who reads this letter, asks me to add the following in which I heartily concur: it seems to us that the report will be enhanced in value if prominence is given to comparisons between the results secured from schools of different sizes. In case the differences should prove pronounced, the results shown would be of very great worth in promoting consolidation.

A.F.

AF/ESB

GK C 246

CLASS OF SERVICE DESIRED	
Telegram	
Day Letter	X
Night Message	
Night Letter	

Patrons should mark an X opposite the class of service desired; OTHERWISE THE MESSAGE WILL BE TRANSMITTED AS A FULL-RATE TELEGRAM

WESTERN UNION TELEGRAM

NEWCOMB CARLTON, PRESIDENT GEORGE W. E. ATKINS, FIRST VICE-PRESIDENT

Receiver's No.	318
Chek	
Time Filed	953

Send the following message, subject to the terms on back hereof, which are hereby agreed to

September 17, 1920

Dr. M. E. Haggerty
University of Minnesota
College of Education
Minneapolis, Minnesota

Doctor Bachman has just showed me your letter of thirteenth No question in our mind that account and discussion of measurement work should be written by you as was contemplated Are being held up by lack of chapter which you are to contribute Would appreciate greatly prompt action on your part

Abraham Flexner

Charge to General Education Board

NC245

The University of Minnesota
College of Education
Minneapolis

OFFICE OF THE DEAN

September 22, 1920.

GEN'L EDUCATION BOARD
RECEIVED
SEP 24 1920
ANSWERED

Dr. Abraham Flexner
General Education Board
61 Broadway
New York City

My dear Dr. Flexner:

I am forwarding by separate cover addressed to Dr. Bachman the chapter on results from tests and measurements and the statistical tables of results on the tests. I have written Dr. Bachman concerning certain matters connected with the report.

I am sorry that you had any misgivings concerning the report arriving on time.

As I have written Dr. Bachman, I shall be glad to do any further work on the report which you desire.

Cordially yours,

M. E. Haggerty

M. E. Haggerty

MEH/AP

The University of Minnesota
College of Education
Minneapolis

GEN'L EDUCATION BOARD
RECEIVED
SEP 24 1920
ANSWERED

NE245

September 23, 1920.

OFFICE OF THE DEAN

Dr. Frank E. Bachman
General Education Board
61 Broadway
New York City

My dear Dr. Bachman:

Under separate cover I am forwarding the report on the tests and measurement work for your Chapter VI. Under a second cover I am sending the tables. I hope both these packages reach you promptly since we are sending them by special delivery.

The chapter as written is considerably longer than your allowance. I have chosen to write it in this way since the material seems to me to call for about this kind of handling, and secondly because it is much easier to shorten the paper than it would be to expand it. I have preserved a complete copy of the chapter so that I am in a position to make very promptly any revisions which you care to have me make. At the same time I have no pride of authorship in the particular form of the text, and am perfectly willing to have you make such adaptations as the necessities of your volume require, so long as the essential statement of fact is preserved.

I have asked both Professor Sears and Professor Van Wagenen to read the complete copy and have made several modifications which they have suggested. Both of these gentlemen have noted the absence of tables in the text, but I am quite content to have all of the tables in the appendix and to let the text stand for itself.

#2. Dr. Bachman

The tables I think you will find checked satisfactorily. We have taken extreme pains with the statistical data and believe that it is dependable. I am not clear as to how many of these tables you have in mind to publish in the appendix, if any, and if you care to have a selection made from those sent, I shall be glad to suggest the ones which seem to me must important for publication.

Cordially yours,

M. E. Haggerty

MEH/AP

NC245

September 23, 1920

Mr. Robert Wright
East Carolina Teachers Training School
Greenville, North Carolina

Dear Mr. Wright:

In polishing off the North Carolina Report Mr. Flexner and I are struck with the fact that the Report ends rather abruptly. It seems to us that perhaps there should be a tailpiece which will lodge in the mind of the reader certain fundamental and far-reaching considerations. As an experiment in this direction we have drafted the enclosed paragraph. Now will you tell us whether you think it would be expedient and helpful to wind up in this way or not? Of course the paragraphs as used are subject to such revision as you and your associates wish.

Very sincerely yours,

FRANK P. BACHMAN

nc245

September 24, 1920

Mr. Robert H. Wright
East Carolina Teachers Training School
Greenville, North Carolina

Dear Wright:

By Tuesday or Wednesday of next week we will have the report, with the exception of Haggerty's chapter, ready for the press. I am asking Miss Thornblum to send the copy for the printer, together with the graphs and cuts, to Dr. Brewer, for, as I remember it, he was delegated by the Commission to take up all matters with the printer. We shall, of course, want all proofs to be submitted to us. Will you be kind enough to make the requisition, or have it made, and send it to Dr. Brewer, that the printing may go forward as speedily as possible?

We have made some minor changes in the report in our endeavor to whip it into proper shape, but at no point has a recommendation or conclusion been altered; the changes have been merely in phraseology and sentence structure.

Dr. Flexner, Shaw, and I are leaving this evening for Kentucky to start our work down there. Shaw will remain there lone-handed for some considerable time. On my return at the end of about two weeks I shall again take up the North Carolina law.

I want to make this proposal for you to think about: The law will be, when re-written, pretty extensive. I am inclined to think that it would be advisable to get the Commission together, along with the chairmen of the several committees that have been appointed, some time about the middle of November, when the law will be ready for submission. I suspect it will take us two, if not three, days to go through the law with the needed care. This would give us time to make the necessary changes and whip it into shape for our conferences at Asheville. What do you think of the idea?

I want to thank you very much for the pears. They arrived this week, and we await their ripening with pleasure.

With kindest regards and best wishes, I remain

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

NC 245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

September 27, 1920

OFFICE OF
THE PRESIDENT

GEN'L EDUCATION BOARD
RECEIVED
SEP 29 1920
ANSWERED

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York, N. Y.
Dear Bachman:

I have received your letter September 24 and the tail piece to our report. I like what you have written and think it well to put it on the report. I believe it adds very materially to our report.

I am getting the necessary requisition to have the report printed. I am taking the matter up today with Dr. Brewer so we will be ready to turn the copy over to the printers as soon as the copy reaches us.

The question of having a meeting of our Commission with the Chairmen of the several committees that have been appointed to work out our report strikes me most favorably. I can meet almost any time except Nov. 15, 16 and 17. I must have a meeting of my Board about the middle of November and I have a public recital on the night of the 15th of November.

With best wishes and kindest regards, I am

Yours cordially,

Robert W. Wright

RHW/R

President

NC245.

September 29, 1920

Professor Nelson C. McCrea
Columbia University
New York City

Dear Professor McCrea:

I have just written the enclosed to Professor Fiske. I send you a copy, because you said something to me the other day about the North Carolina papers, and it occurs to me that the matter is, perhaps, in your hands.

I shall try to get hold of Professor Sachs as soon as he returns to town.

Sincerely yours,

A. FLEXNER

AF:T

Enclosure

ne245

September 29, 1920

Professor Thomas S. Fiske
431 West 117th Street
New York City

Dear Professor Fiske:

You were kind enough, as you remember, to rate for us the North Carolina examinations in Latin. Returning to town from a long vacation, I find a letter from the College Entrance Examination Board, dated July 16th, telling us that the readers will submit a formal report in the near future. As we now hope to print the North Carolina report in a very short time, I should appreciate it very highly if you could let me have the Latin report at the earliest feasible moment.

With much appreciation of your co-operation,

Sincerely yours,

A. FLEXNER

AF:T

AC245

October 1, 1920

Dr. M. E. Haggerty
University of Minnesota
Minneapolis, Minnesota

Dear Dr. Haggerty:

Returning from a hurried trip to Kentucky, I find your note of September 22. The chapters arrived and Dr. Bachman, Mr. Shaw and I have read them hurriedly and are now going over them carefully. They certainly throw a strong light on the quality of the work that is done in the rural schools and will, I am sure, be a great service in bringing home to the people of the state the real conditions within our schools.

I am telegraphing you asking you whether you could be in New York sometime during the week of October 11 to confer with us as to the possibility of a similar piece of work in the rural schools of Kentucky. Our Board has not yet authorized the work and I do not know whether, under the existing conditions which we shall explain to you, it can be carried out, but in case you are in position to entertain a proposition of this kind to be put through sometime in November or December, I should be very happy indeed if you could arrange to come to New York to talk the situation over with us at the time above mentioned.

May I make one explanation? In yours of the 22nd you wrote, "I am sorry that you had any misgivings concerning the report arriving on

time." Of course such misgivings as I may have had did not originate with me, but were suggested by your letter of the 13th to Dr. Bachman in which you said, "I am of the opinion that the final discussion covering this matter should be written by you". That of course led us all to think that the chapter remained to be written and of course we were, I confess, a bit terrified by that. However, we see now just what was in your mind and in any case no harm was done.

With best wishes,

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

C r C 245

Superintendent of Public Instruction
State of North Carolina
Raleigh

October 4, 1920.

Dr. Frank P. Bachman,
61 Broadway,
New York, N. Y.

My dear Bachman:-

I have just returned to the office after an absence of several days. I spent two days at Boone and I have called the Board of Trustees together to consider what is the best thing to do with the institution before the Legislature meets. I informed the Superintendent and the Chairman of the Board that, in my judgment, it was necessary to do one of two things--either deed that property to the county and make a county high school of it, or ask the State to make a Normal school out of it. Needless to say I left the authorities at Boone very much concerned, and well they may be concerned.

I believe we can make a Normal school out of it but it will take money to do it. I think it is located very well for a Junior Normal school, but I am also convinced that it is necessary to get a new president and a new faculty.

I shall be very glad to see your draft of the North Carolina law. I agree with you that it is better for the commission to meet in Raleigh before its discussion in Asheville.

I want to talk over the Boone situation with you before our Board meets, which I have asked to be called immediately after the Teachers' Assembly, so that I may go to Boone from Asheville.

I appreciate very much what you say concerning the talk you had with Dr. Flexner. I shall not make

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2...Dr. Frank P. Bachman.

my definite movement now before I see you again.

With kind regards, I am

Very sincerely yours,

E. C. Brooks

State Superintendent of Public Instruction.

October 6, 1920

Dr. E. C. Brooks
State Superintendent of Public Instruction
Raleigh, North Carolina

My dear Dr. Brooks:

In Dr. Bachman's absence, permit me to acknowledge the receipt of your letter of the 4th. It will be brought to Dr. Bachman's attention on his return to the office, which will probably be early next week.

Sincerely yours,

A. C. THORNBLUM

Secretary to Dr. Bachman

October 11, 1920

Dr. E. C. Brooks
State Superintendent of Public Instruction
Raleigh, North Carolina

My dear Brooks:

I am glad to learn that you have been to Boone, and are taking hold of the situation there. I don't know that I can add anything to your own conclusions in the matter, but shall be glad to talk it over with you at our next meeting.

I am glad that you agree with me that the Commission should have a meeting at Raleigh to go over the school law before we go to Asheville. I am not at all clear when this meeting will be possible, but hope to be ready for it in sufficient time to take full advantage of the suggestions before our Asheville meeting.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

The University of Minnesota
College of Education
Minneapolis

GRAY EDUCATION RECEIVED OCT 6 1920 ANSWERED

October 4, 1920.

OFFICE OF THE DEAN

Dr. Frank P. Bachman
General Education Board
61 Broadway
New York City

My dear Mr. Bachman:

Thanks for your letter of September 30th from Frankfort. No letter yet from Flexner. I am very glad to have you point out the discrepancies in the tables and any others which come to you, kindly call to my attention. We did our best to check all of the numerous figures, but of course the number was large.

I am anxious to know, not having heard, what action was taken by the summer session of the North Carolina legislature. If convenient I shall be glad to have you send me this information at an early date, since I am scheduled to discuss educational conditions in the South at a meeting to be held within a few days.

Cordially yours,

M. E. Haggerty

MEH/AP

October 6, 1920

Dr. M. E. Haggerty
College of Education
University of Minnesota
Minneapolis, Minnesota

My dear Dr. Haggerty:

In Dr. Bachman's absence permit me to acknowledge the receipt of your letter of the 4th. Dr. Bachman will return the early part of next week, and he will, I am sure, give your letter his immediate attention. However, it may be that a letter addressed directly to Dr. Brooks will bring you the information you desire at an earlier date.

Very truly yours,

A. C. THORNBLUM

Secretary to Dr. Bachman

NC C245

37TH ANNUAL SESSION WILL MEET IN ASHEVILLE, N. C., NOVEMBER 24-26, 1920

OFFICERS
S. B. UNDERWOOD, PRESIDENT . . GREENVILLE
R. H. LATHAM, VICE-PRESIDENT . WINSTON-SALEM
A. T. ALLEN, SECRETARY-TREASURER . . RALEIGH

EXECUTIVE COMMITTEE
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L. A. WILLIAMS . . . . . CHAPEL HILL
GEO. HOWARD, JR. . . . . TARBORO
K. R. CURTIS . . . . . KINSTON

ASSOCIATION OF PRIMARY TEACHERS
MISS NENA DeBERRY, PRESIDENT . . SALISBURY
MISS LILLIAN YOW, SECRETARY . . HIGH POINT

The North Carolina Teachers' Assembly

ASSOCIATION OF GRAMMAR GRADE TEACHERS
MISS VIRGINIA JENKINS, PRESIDENT . SALISBURY
MISS MARGARET TIDDY, SECRETARY . GASTONIA

ASSOCIATION OF COUNTY SUPERINTENDENTS
E. C. BROOKS, PRESIDENT . . . . . RALEIGH
A. S. BROWER, SECRETARY . . . . . RALEIGH

ASSOCIATION OF CITY SUPERINTENDENTS
H. B. SMITH, PRESIDENT . . . . . NEW BERN
HOY TAYLOR, SECRETARY . . . FRANKLINTON

MUSIC TEACHERS' ASSOCIATION
MRS. CROSBY ADAMS, PRESIDENT . . MONTREAT
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ASSOCIATION OF HIGH SCHOOL TEACHERS AND PRINCIPALS
MARGARET WRIGHT, PRESIDENT . ROCKY MOUNT
J. A. RUDISILL, SECRETARY . . SOUTHERN PINES

DEPARTMENT OF HIGHER EDUCATION
W. A. WITHERS, PRESIDENT . . . . . RALEIGH
J. E. CALFEE, SECRETARY . . . . ASHEVILLE

DEPARTMENT OF FARM-LIFE AND HOME ECONOMICS
T. E. BROWNE, PRESIDENT . . . WEST RALEIGH
R. H. THOMAS, SECRETARY . . . WEST RALEIGH

Greenville, Oct. 5, 1920-

GENERAL EDUCATION BOARD
RECEIVED
OCT 7 1920
ANSWERED

Dr. Frank P. Bachman,

General Education Board,

#61 Broadway, New York.

Dear Dr. Bachman:

Every time I get a letter from one of the Teachers' Assembly department heads he or she wants to know when the survey report will be available for study. Since it is to hold the center of the stage at Asheville, they naturally want to familiarize themselves with it in order to plan their departmental programs. When will it be out? Could you furnish me with a few advanced copies, or send them direct to the departmental heads, whose names I shall be glad to send you?

With kind personal regards, I am,

Cordially yours,

S. B. Underwood

Presdt. North Carolina Teachers' Assembly

NC245

October 11, 1920

Dr. C. E. Brewer
Meredith College
Raleigh, North Carolina

Dear Dr. Brewer:

About ten days ago my secretary sent you the printer's copy of our report, with the exception of the chapter on instruction. Won't you take occasion to drop in on the printer at your earliest convenience and stir him up about the galley proof? As you well know, it takes a good deal of prodding to get printing work done on time.

Toward the end of this week we will send you the chapter on instruction, which can be given to the printer, I think, although we shall also send copies to the Commission for criticism. Their changes will perhaps be so minor that they will give us little difficulty in the galley proof.

I am just back from Kentucky, and after a few days will settle down to finishing up the draft of the North Carolina school law.

With kindest regards and best wishes,

Sincerely yours,

FPB:T

FRANK P. BACHMAN

B. SOLOMON

Fr Amman

CHAS. B. NEWCOMB

NC 275

BOARD OF EDUCATION

THOS. E. COOPER, CHAIRMAN

WASHINGTON CATLETT
COUNTY SUPERINTENDENT OF PUBLIC INSTRUCTION
NEW HANOVER COUNTY

JOHN J. BLAIR, CITY SUPERINTENDENT

GENERAL EDUCATION BOARD
RECEIVED
OCT
13
1920
ANSWERED

WILMINGTON, N. C.

Oct.11th,1920.

Dr. Frank P. Bachman,
61 Broadway ,
New York .
Dear Mr Bachman:-

The Board of Education of New Hanover County is considering a complete survey of the school system. Please advise if your board is in a position to undertake the survey and on what terms.

We wish prepared a building program , tests of the quality of instruction, recommendations as to organization and administration and such other recommendations as the survey committee would make.

Yours truly,

W. A. Graham

Supt.

October 13, 1920

Superintendent W. A. Graham

Wilmington, North Carolina

Dear Superintendent Graham:

I have your kind favor of October 11. It would, I think, not be practicable for us to consider at this time such a survey as you suggest. Naturally we wish first to complete our work for the State Educational Commission. I should think that, after the legislature has acted on the recommendations of the Commission, individual counties would do well to push forward under the new conditions that may thus be created.

With best wishes,

Very sincerely yours,

ABRAHAM FLEXNER

AF/RB

October 13, 1920

Superintendent W. A. Graham

Wilmington, North Carolina

Dear Superintendent Graham:

I have your kind favor of October 11. It would, I think, not be practicable for us to consider at this time such a survey as you suggest. Naturally we wish first to complete our work for the State Educational Commission. I should think that, after the legislature has acted on the recommendations of the Commission, individual counties would do well to push forward under the new conditions that may thus be created.

With best wishes,

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

NrC245

October 11, 1920

Superintendent S. B. Underwood
Greenville
North Carolina

Dear Mr. Underwood:

We are working with all our might to complete the survey report, and, if there is no unforeseen slip, it will be in the hands of the teachers by the middle of November, that is, in time for them to digest it before the meeting of the State Association at Asheville.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC 245

October 11, 1920

Mr. Robert H. Wright
East Carolina Teachers Training School
Greenville, North Carolina

Dear Wright:

I am just back from Kentucky this morning, having spent two weeks there, and after arranging a few matters, I will settle down to completing the draft of the North Carolina law. I am glad you approve of the "tail piece" of the report, and also of the idea of having a conference at Raleigh before we go to Asheville.

With regard to the matter about which we have exchanged several letters, why would it not be a good idea for Brooks to take it up with the Governor and see what he thinks about it? This might facilitate matters considerably.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

N C 245+

MEREDITH COLLEGE
RALEIGH, N.C.

OFFICE OF THE PRESIDENT

Oct. 12, 1920.

Miss Anna C. Thornblum,
61 Broadway, New York.

Dear Miss Thornblum:

In reply to yours of the 9th inst., I wish to make a confession of my short comings. The receipt of the manuscript should have been acknowledged sometime ago. It has already been turned over to the proper officers and is receiving attention at this time. I trust that the work will go on satisfactorily in preparing the report for the governor.

With very best wishes, I am

Yours sincerely,

Chas E Brewer,

President.

CEB/R

NC 245

October 9, 1920

Dr. C. E. Brewer
Meredith College
Raleigh, North Carolina

My dear Dr. Brewer:

Will you be so good as to let me know whether you received the North Carolina manuscript? The Post Office failed to send me a receipt for the registered package, and I am a bit anxious to know whether or not it reached you in good order.

Very truly yours,

A. C. THORNBLUM

Secretary to Dr. Bachman

NC 245

THE NORTH CAROLINA COLLEGE FOR WOMEN
GREENSBORO, N.C.

DEPARTMENT OF EDUCATION

October 12th, 1920.

GENERAL EDUCATION BOARD
RECEIVED
OCT
16
1920
ANSWERED

Dr. Frank P. Bachman,
State Educational Commission,
Raleigh, N. C.

My dear Dr. Bachman:

I have been asked to explain certain features of the State Survey and its recommendations to the primary association of the State Teacher's Assembly. Is it asking too much of you to provide me with the recommendations that may concern the Teachers of this Association? I should be very glad indeed to receive as soon as possible data which may provide me with the necessary information to help the work along by explaining it to the teachers of this Association. With every good wish, I am

Very cordially yours,

John A. Cook

JHC:PS

I am looking forward to seeing you at the meeting of the Teachers Assembly in November.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

Nr C 245

October 16, 1920

Prof. John A. Cook
North Carolina College for Women
Greensboro, North Carolina

My dear Prof. Cook:

It is a pleasure to know that you are to discuss the survey recommendations before the Primary Association of the State Teachers Assembly. May I suggest that you write President Wright for the information you need, as the report is now in the hands of the Commission?

I am looking forward to seeing you at the meeting of the Teachers Assembly in November.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

Nr C 245

ROANOKE RAPIDS PUBLIC SCHOOLS
E J. COLTRANE, SUPERINTENDENT

MISS ANNIE S. WORKMAN
ELEMENTARY SUPERVISOR

ROANOKE RAPIDS, N. C.

RECEIVED
OCT 15 1920
GENERAL EDUCATION BOARD

October 13, 1920.

General Education Board,
61 Broadway, New York City.

Dear Sirs:

Early in June 1920 Dr. Frank P. Bachman sent a questionnaire to the City Superintendent of Schools of Roanoke Rapids, which should have been filled out as a part of the survey which was being made in North Carolina at that time and which has not been finished yet, I suppose. At the time I was in the hospital and since that time I have been unable to fill out the questionnaire. I have just come across this questionnaire and am writing to ask whether it is necessary to prepare it and forward it to you at this time. Please let me hear from you so that I may know how to proceed. If it is still wanted, I can prepare it and have it in your hands at a very early date.

Very truly yours,

E. J. Coltrane

Superintendent.

C/M

FPB:T

C/C245

October 16, 1920

Mr. E. J. Coltrane
Superintendent of Schools
Roanoke Rapids, North Carolina

My dear Mr. Coltrane:

I hope that you are completely recovered. I am certain that you have been very busy, and can understand how the questionnaire was overlooked. It will not be necessary to fill it out now, for the completed report is in the hands of the Commission.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

GENERAL EDUCATION BOARD
RECEIVED
OCT 18 1920
ANSWERED
1627

Columbia University
in the City of New York
DEPARTMENT OF CLASSICAL PHILOLOGY

October 16, 1920.

Dear Dr. Flexner:-

At last I am sending you the memorandum of the reflections of the readers of the Board who rated the material of the North Carolina survey. This sheet should have gone to you long ago. I hope that it is still not too late for these reflections to be of service.

No names are signed to this memorandum though it represents the opinion of the whole group of readers. In its present form it is the work of one single reader, but they all agree. They ~~and~~ are all further of the opinion that the general results were lamentable.

I am

Very sincerely and very apolegetically

Yours,

Nelson G. McCrea

SURVEY.

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ils of the upper years
st of ability to com-
prehend Latin, but only of sufficient and recent drill on these particular words and others of a like kind and of native memories.)

6. One reader suspects that in many cases the pupil did not take the examination seriously and did not really try to do his best.

7. The evidence of the papers is that the translation into Latin (question #7) was done more creditably than any other task set. (The inference is that this accords more nearly with what the pupils were accustomed to doing in school than any other part of the test.)

THE LATIN TEST IN THE NORTH CAROLINA SURVEY.

1. In the following respects the test was not adapted to all the pupils to whom it was given: (details below)

   (1) The first passage set for translation is beyond the probable capacity of first year pupils.
   (2) The second passage set for translation is beyond the probable capacity of first and second year pupils.
   Therefore the scores of the first and second year pupils should be disregarded in the compilation of statistics.

2. Ability to translate at sight is in part a product of special training and is, therefore, not a thoroughly reliable criterion of teaching where that particular ability has not been an object in view.

3. The effect of the fifth instruction (Do the tasks in the order given) together with the limitation of time, is to impair the value of the latter part of the test as a criterion of actual knowledge.

4. It was evident in the papers that the restriction of time was not applied alike in all schools. (For example: Not one of the papers from the Washington School had a complete translation of either passage. It seemed clear that the examiner had told the students when to start the second passage and when to begin the grammar, and all had followed these directions without finishing what they were doing. There was evidence, also, that in certain schools the time limitation was not rigidly observed).

5. The grammar questions are peculiar in that they are confined almost exclusively to words which are unique or nearly so, knowledge of which depends, therefore, on rote memorization of isolated forms rather than comprehensive mastery of types or classes. (Most of these words are rather common in Caesar but of such unusual occurrence after that year that the forms probably could be recognized satisfactorily when met without ever once organizing the knowledge into the form called for here. This part of the paper, therefore, for the pupils of the upper years must not be considered as in any way a test of ability to comprehend Latin, but only of sufficient and recent drill on these particular words and others of a like kind and of native memories.)

6. One reader suspects that in many cases the pupil did not take the examination seriously and did not really try to do his best.

7. The evidence of the papers is that the translation into Latin (question #7) was done more creditably than any other task set. (The inference is that this accords more nearly with what the pupils were accustomed to doing in school than any other part of the test.)

DETAILS OF THE TRANSLATION PASSAGE.

1. Passage #1 is beyond the probable capacity of first year pupils in the following respects:

(a) Use or meaning of words: quod, animadvertere, se loco tenere, impetum facere, consistere, quieta, recentes, integri, succedere, autem, adoriri, universi.

(b) Order of words: quartae aciei, Caesar.

(c) Historical knowledge (also form), Pompeii.

2. Passage #2 is beyond the probable capacity of second year pupils in the following respects:

(a) Sentence structure: ellipsis (first sentence) of urbium and esse; ablative of material; dico and accusative; interposed parenthetical relative clause; remoteness of the descriptive modifiers of fons; unreal condition in a subordinate clause.

(b) Meaning of words: fons, plenus (probably), fluctus, munitio, diiunctus.

NC 245

October 18, 1920.

Mr. Robert Wright
President Eastern Carolina Teachers Training School
Greenville, North Carolina.

Dear Wright:

We will be able to send copies of the chapter on instruction to the various members of the commission by the middle of this week. I believe that we might leave each member of the commission to make his suggestions and criticisms, sending them to us. We would then embody their respective suggestions and criticisms in the final draft of the chapter. What do you think about it?

At the last meeting of the commission the problem of distributing the report was not finally disposed of. Is it not time that the commission acted? Unless arrangements are made before the report appears, teachers may fail to receive it prior to the meeting at Asheville.

It will be at least two weeks before I can write you definitely about the proposed meeting of the commission to go over the draft of the revised code. As it looks now I think we might possibly have the meeting Thursday, Friday and Saturday,

November 18, 19, and 20. Won't you hold these dates open, if you can? And would it not be well to inform the other members of the commission, along with Superintendent Brooks, about the probable date of this important meeting, so that if possible all members of the commission may be present? Since Walker is at Cambridge, I wonder if it wouldn't be well to get him to come down here and read over the report. Otherwise we will be unable to profit by his criticisms and suggestions.

With kindest regards and best wishes, I remain,

Very truly yours,

FRANK P. BACHMAN

FPB:BSB

A/C 245

October 18, 1920.

Mr. A. T. Allen
State Department of Education
Raleigh, North Carolina

Dear Allen:

When I was in Raleigh last September you promised to send me a copy of the new requirements for teacher's certificate, as worked out by the board in February. I presume you have overlooked sending me the desired copy. I am in great need of it. Won't you please send it at your earliest convenience?

With kindest regards and best wishes,

Very truly yours,

FRANK P. BACHMAN

FPB:BSB

ne245

October 19, 1920.

Professor Nelson G. McCrea
Columbia University
New York City.

Dear Professor McCrea:

Thank you very much for yours of the sixteenth and the accompanying comments. It was not intended that the examination should be taken by pupils who are in their first and second year of Latin study. The examination was given to third and fourth year high school students, and it turned out that a few of these had had Latin for only one or two years. These should undoubtedly be eliminated from the tables.

I am not convinced by the comment on the giving of a section to read at sight. We were trying to find out whether pupils, who had studied Latin for three or four years, could read simple Latin. The result proves they can't. It seems to me no answer to say to this that they were not taught to do this particular kind of thing, if the kind of thing represents a kind of skill which should result from successful study of the subject.

The situation is illuminated by the fact that they can not demonstrate reasonable mastery of the language on which they have spent not less than two years and in most cases more than three years.

Pupils who did not take it seriously were, I should say from my knowledge of Southern boys, pupils whom it would not have paid to take it seriously. Any fellow who could make a pretty fair showing did his best - you may be sure of that.

If the translation into Latin was done more creditably, than the examination was probably not too long, since many pupils reached the last question. Doubtless many of them reached it because they fell down on the earlier parts of the test. Before the test was given, it was tried on the pupils in the Raleigh High School, and was cut down until it did not represent more than fairly competent students could do in the length of time allowed.

Undoubtedly it was a mistake not to include some regular words, though the irregular ones used were so common that they ought to be known.

We mean to modify the test for use in the Kentucky survey, so as to profit by the suggestions and doubts which you and the examiners raise. As you say, the results are lamentable, when all possible allowances are made.

With much appreciation,

AF:BSB

Sincerely yours, ABRAHAM FLEXNER

NC245
GENERAL EDUC
RECEIVED
OCT 21
1920
ANSWERED

Columbia University
in the City of New York
DEPARTMENT OF GREEK AND LATIN

October 20,1920.

My dear Dr. Flexner:-

Thank you for your nice letter and for the patience that I have come to associate with you. I am acutely sensible of the fact that the statement of the readers should have come to you some time ago. I appreciate your amiability greatly.

I hasten, however, to put myself--in so far as this statement is concerned--in a little different position in your thoughts. The statement represents the views of some very competent readers and must therefore be reckoned with as expressing an existing attitude of mind. I did not myself participate in the drafting and I agree with some of the paragraphs only with a certain reservation. The situation in the country is such that if we wish to find out how the students respond to the teaching that they <u>receive</u> then we must of course consider quite carefully the minute details of the examination questions in the light of the query: 'Have these particular things been brought to the attention of the pupils or not?' But I cannot myself believe that this is a proper theory on which to do educational work in any subject. Something like this <u>ought</u> to be true, viz: That in the course of three or four or more years study such a mastery

should be gained(no matter what particular details are brought up in this or that school)that the intelligent pupil, if there be such a person, should be able by his intelligence to fill up with reasonable cleverness the gaps involved in the question paper that he doesn't know anything about from his definite mastery of the rest. I am not asking, of course, for 100% or even for 90%, but I cannot believe that to fall below 60% on a paper that is in any way reasonable is consistent with effective teaching of pupils of passable intelligence. In other words, I am personally in general agreement with the attitude of your reply. I am glad, however, to know from the last paragraph of your letter that you will modify the paper slightly so as to meet all possible criticism in advance.

With best regards, I am

Very sincerely yours,

Wilson Gee

October 21, 1920

Dr. Nelson G. McCrea
Columbia University
New York City

Dear Dr. McCrea:

Thank you very much for yours of the 20th. I should accept without amendment your own formulation. Like you, I do not ask anything excessive. Pupils who are about to finish their high school Latin without being able to make more than 40% on such a test as we gave in North Carolina have surely profited very little from their studies. It is important for us to face the facts if we wish or hope to bring about improvement.

I am sending you enclosed what will appear in the Report of the North Carolina Survey on the subject of Latin. If you think it would be improved by modifications I shall be delighted to have your suggestions.

With continued appreciation of your everlasting helpfulness and kindness, I am

Sincerely yours,

ABRAHAM FLEXNER

P.S.: I am also sending you a statement about their algebra. You will see that we deal with the situation in algebra just as frankly and plainly as we do with the situation in Latin.

AF/LFA

NC245.

STATE BOARD OF EXAMINERS AND INSTITUTE CONDUCTORS

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GENERAL EDUCATION BOARD
RECEIVED
OCT 22 1920
ANSWERED

Oct 20, 1920.

Dr. Frank P. Bachman,
81 Broadway, New York City.

Dear Dr. Bac hman:

I am sending you herewith copy of the proposed certification scheme. I regret that it did not reach you in time. I hope that it will get there in time for your purpose.

Hoping that you will soon be back with us, and with every good wish,

I am,

Yours very sincerely,

A. T. Allen

Secretary.

N. C. Survey

A GRADUATED SALARY SCALE FOR TEACHERS.

Holders of High School, Grammar Grade, Primary Certificates	Monthly Salary Based on Lengthof Service.				
	4 yrs	3 yrs	2 yrs	1 yr	0
1. Graduates of A College with required professional training. . . .	133.33	120	110	105	100
2. Graduates of two year Normal School and three years standard college credit with professional requirements	110	105	100	95	90
3. Two year standard college credits, or by State Examination with required professional training.	105	100	95	90	85
Holders of Elementary Certificates:					
1. One year Standard College credit and required professional training.	95	90	85	80	75
2. All other holders of elementary certificates with required professional training.	85	80	75	70	65

Below Elementary

The same as now—$60, $55, $50, $45.

\- - -

Principals of Standard High Schools and Superintendents of Small Graded Schools of Like Size. . . . . Salary based on training, experience and duties—$2400, $2000, $1800, $1500.

Principals of Elementary Schools of ten or more teachers and Rural Supervisors. $2000, $1800, $1500, $1300

and of Elementary Schools

Principal of Non-Standard High School, with at least six teachers in the system and so organized as soon to become a Standard High School, may receive . . . . . $1800, $1500, $1200, $1000.

Principals of all other Schools of three or more teachers — 10% more than they would receive as teachers in the grades.

Superintendents--County and City—$3500, $3000, $2400, $2000, $1800.

TEACHERS' CERTIFICATES

"A"

Certificates, Salaries and Requirements

Definitions:-

By standard high school is meant a high school having not less than three full time academic teachers and offering a four year course, requiring not less than fifteen standard units for graduation. A unit is 120 60-minute recitation hours.

By standard normal school is meant a normal school admitting only graduates from standard high schools, as defined above, and requiring for graduation approximately 1800 45-minute recitation hours.

By "A" college is meant a college requiring for admission graduation from a standard high school, as defined above, and requiring for graduation approximately 2160 60-minute recitation hours for graduation.

City Superintendents' Certificates.

"A" Initial Salary $3,600.00

Valid for five years and renewable for five year periods on presentation of evidence of successful experience and professional spirit.

Good in any specially chartered school district of the State.

Requirements:- 1. Graduation from "A" college, in an academic or scientific course.

2. 540 60-minute recitation hours of graduate work in addition to college graduation in standard college or university, specializing in city school administration.

3. Five years successful experience as administrator, supervisor, or teacher. -- In issuing this certificate to city superintendents now in service consideration will be given to successful experience as superintendent prior to June 30, 1920

"B" Initial Salary $ 2,600.00

Valid for five years and renewable for five year periods on presentation of evidence of successful experience and professional spirit.

Good in any specially chartered school district of the State.

Requirements:- 1. Credits equivalent to those required for high school certificate "A" or Grammar Grade Certificate "A" or Primary Certificate "A".

2. 180 60-minute recitation hours of professional work either in addition to college course, specializing in city school administration.

3. Five years experience as administrator, supervisor, or teacher. -- In issuing this certificate to city superintendents now in service due consideration will be given to successful experience as superintendent prior to June 30th, 1920.

"C" Salary $ 1,800.00

Valid for five years and renewable for five year periods on presentation of satisfactory evidence of successful experiance and professional spirit.

Good in any specially chartered school district of the State.

Requirements:- 1. Credits equivalent to those required for High School Certificate "B" or Grammar Grade Certificate "B" or Primary Certificate "B".

2. 180 60-minute recitation hours of professional work in addition to requirements in #1, specializing in city school administration.

3. Five years experience. -- In issuing this certificate to city superintendents now in service due consideration will be given to successful experience as superintendent prior to June 30, 1920. This certificate will only be granted to such persons as are now serving as city superintendents and shall be granted to no others now or hereafter.

County Superintendents' Certificates.

"A" Initial Salary $ 3,600.00

Valid for five years and renewable for five year periods on presentation of satisfactory evidence of successful experience and professional spirit.

Good in any County of the State.

Requirements:- 1. Graduation from "A" college, in an academic or scientific course.

2. 540 60-minute recitation hours of graduate work, in addition to requirements for college graduation, specializing in county school administration.

3. Five years successful experience as administrator, supervisor or teacher. -- In issuing this certificate to County Superintendents now in service due consideration will be given to successful experience as superintendent prior to June 30, 1920.

"B" Initial Salary $ 2,600.00

Valid for five years and renewable for five year periods on presentation of satisfactory evidence of successful experience and professional spirit.

Good in any County of the State.

Requirements:- 1. Credits equivalent to the requirements for High School Certificate "A" or Grammar Grade Certificate "A" or Primary Certificate "A".

2. 180 60-minute recitation hours of professional work in addition to college course, specializing in county school administration.

3. Five years successful experience. -- In issuing this certificate to County Superintendents now in service due consideration will be given to successful experience as County Superintendent prior to June 30th, 1920.

"C" Salary $ 1,800.00

Valid for five years and renewable for five year periods on presentation of evidence of successful experience and professional spirit.

Good in any County of the State.

"C" Continued

Requirements:- 1. Credits equivalent to the requirements for High School Certificate "B" or Grammar Grade Certificate "B" or Primary Certificate "B".

2. 180 60-minute recitation hours of professional work in addition to requirements in #1, specializing in county school administration.

3. Five years successful experience. -- In issuing this certificate to County Superintendents now in service due consideration will be given to successful experience as county superintendent prior to June 30, 1920. This certificate will be granted only to county superintendents now in service and shall not be granted to others now or hereafter.

Assistant Superintendents' or Supervisors' Certificates.

"A" Initial Salary $ 2,400.00

Valid for five years and renewable for five year periods on presentation of satisfactory evidence of successful experience and professional spirit.

Good throughout the State.

Requirements:- 1. Graduation from "A" college, in academic or scientific course.

2. 540 60-minute recitation hours of graduate work in standard college or university, in addition to college graduation, city supervisors' specializing in city supervision and rural supervisors' specializing in rural supervision.

3. Three years of successful experience as administrator or supervisor or teacher.-- In issuing this certificate to Assistant Superintendents or Supervisors now in service due consideration will be given to successful experience as Assistant Superintendent or Supervisor prior to June 30, 1920.

"B" Initial Salary $ 1,800.00

Valid for five years and renewable for five year periods on presentation of satisfactory evidence of successful experience and professional spirit.

Good throughout the State.

"B" Continued

Requirements:- 1. Credits equivalent to the requirements for High School Certificate "A" or Grammar Grade Certificate "A" or Primary Certificate "A".

2. 180 60-minute recitation hours of professional work in addition to college course, city supervisors specializing in city supervision and rural supervisors specializing in rural supervision.

3. Three years successful experience as administrator or supervisor or teacher. -- In issuing this certificate to Assistant Superintendents or Supervisors now in service due consideration will be given to successful experience as Assistant Superintendent or Supervisor prior to June 30, 1920.

"C" Salary $ 1,200.00

Valid for four years and not renewable.

Good throughout the State.

Requirements:- 1. Credits equivalent to the requirements for High School Certificate "B" or Grammar Grade Certificate "C" or Primary Certificate "C".

2. 180 60-minute recitation hours of professional work in addition to requirements in #1, specializing in administration or supervision - city supervisors specializing in city supervision and county supervisors specializing in rural supervision.

3. Three years of successful experience as Administrator, Supervisor or Teacher. -- This certificate will only be granted to Assistant Superintendents or Supervisors now holding such positions and shall not be granted to others either now or hereafter.

City High School Principals' Certificates.

"A" Initial Salary $ 2,400.00

Valid for five years and renewable for five year periods on presentation of satisfactory evidence of successful experience and progessional spirit.

Good in any standard high school or specially chartered school district.

Requirements:- 1. Graduation from "A" college, in an academic or scientific course.

"A" Continued

Requirements:- 2. 540 60-minute recitation hours of graduate work in standard college or university, in addition to requirements for college graduation, specializing in city high school administration.

3. Three years successful experience as principal or teacher. -- In issuing this certificate to City High School Principals now in service due consideration will be given to successful experience as City High School Principal prior to June 30, 1920.

"B" Initial Salary $ 1,800.00

Valid for five years and renewable for five year periods on presentation of evidence of successful experience and professional spirit.

Good in any standard high school or specially chartered school district.

Requirements:- 1. Credits equivalent to the requirements for High School Certificate "A".

2. 180 60-minute recitation hours of professional work in addition to college course specializing in city high school administration.

3. Three years of successful experience as principal or teacher. -- In issuing this certificate to city high school principals now in service due consideration will be given to successful experience as city high school principal prior to June 30, 1920.

Rural Elementary and High School Principals' Certificates.

"A" Initial Salary $ 2,400.00

Valid for five years and renewable for five year periods on presentation of satisfactory evidence of successful experience and professional spirit.

Good in any standard high school or standard high school and elementary school combined under the direction of the County Superintendent.

Requirements:- 1. Graduation from "A" college, in academic or scientific course.

2. 540 60-minute recitation hours of graduate work in standard college or university, in addition to requirements for college graduation, specializing in rural and high school administration.

"A" Continued

Requirements:- 3. Three years of successful experience as principal or teacher. -- In issuing this certificate to persons now in service as rural elementary or high school principals due consideration will be given to successful experience as rural elementary and high school principal prior to June 30, 1920.

"B" Initial Salary $ 1,800.00

Valid for five years and renewable for five year periods on presentation of satisfactory evidence of successful experience and professional spirit.

Good in any standard high school or standard high school and elementary school combined, under the direction of the County Superintendent.

Requirements:- 1. Credits equivalent to the requirements for high school Certificate "A" or Grammar Grade Certificate "A" or Primary Certificate "A".

2. 180 60-minute recitation hours in addition to part of college course required for graduation, specializing in rural elementary and high school administration.

3. Three years successful experience, as administrator, supervisor or teacher. -- In issuing this certificate to persons now serviving as rural elementary and high school principals due consideration will be given to successful experience as rural elementary and high school principal prior to June 30, 1920.

City Elementary School Principals' Certificates.

"A" Initial Salary $ 1,800.00

Valid for five years and renewable for five year periods on presentation of satisfactory evidence of successful experience and professional spirit.

Good in the lementary schools of any specially chartered school district.

Requirements:- 1. Credits equivalent to the requirements for Grammar Grade Certificate "A" or Primary Certificate "A".

"A" Continued

Requirements:- 2. 180 60-minute recitation hours of professional work in addition to requirements of #1, specialising in city elementary school administration.

3. Three years of successful experience as supervisor, principal or teacher. -- In issuing this certificate to persons now serving as city elementary school principal due consideration will be given to experience as city elementary school principal prior to June 30, 1920.

Rural Elementary School Principals' Certificates.

"A" Initial Salary $ 1,800.00

Valid for five years and renewable for five year periods on presentation of evidence of successful experience and professional spirit.

Good in any elementary school and in any elementary school and high school not of standard high school grade under a county superintendent.

Requirements:- 1. Credits equivalent to the requirements for High School Certificate "A", or Grammar Grade Certificate "A" or Primary Certificate "A".

2. 180 60-minute recitation hours of professional work in addition to college course, specializing in elementary rural school administration.

3. Three years of successful experience as principal or teacher. -- In issuing this certificate to persons now servicing as elementary school principals, due consideration will be given to successful experience as rural elementary school principal prior to June 30, 1920.

"B" Initial Salary $ 1,500.00

Valid for five years and renewable for five year periods on presentation of evidence of successful experience and professional spirit.

Good in any elementary school and high school not of standard high school grade, under a County Superintendent.

Requirements:- 1. Credits equivalent to the requirements for Grammar Grade Certificate "C" or Primary Certificate "C".

"B" Continued

Requirements:- 2. 540 60-minute recitation hours of professional work in addition to requirements of #1, specializing in rural elementary school administration.

3. Three years of successful experience as principal or teacher. -- In issuing this certificate to persons now serving as rural elementary school principals due consideration will be given to successful experience as rural elemetnary school principal prior to June 30, 1920

Teachers
High School Certificates

"A" Initial Salary $ 1,200.00

Valid for five years and renewable for five year periods on presentation of evidence or successful experience and professional spirit.

Good in any high school of the State.

Requirements:- Graduation from "A" college.-- Credits approximately 2160 60-minute recitation hours distributed approximately as follows:

Subject Matter Group	Professional Group		
	General (1)		Special (3)
1620 hours	324 hours		216 hours
In the subject matter group applicants must offer at least two subjects, for example, English, History, Science, in which they have not less than two full years of college credit, that is, not less than 216 60-minure recitation hours in each.	I.	(Psychology (Education Psychology (Adolescent Psychology (Educational Measurement	Observation Special Methods Practice Teaching(4)
	II.	(Principles of Secondary Education (Classroom Management (N. C. School Law (2)	
	III.	(Sociology (Educational Sociology (History of Education (School Sanitation and Child Hygiene	

(1) Credits must be offered in I and II

(2) Credits must be offered in North Carolina School Law, but not to exceed 12 60-minute recitation hours will be allowed

(3) Credits in Special Professional Group must relative to high school work.

(4) Credits in practice teaching must be offered.

"B" Salary $ 1,000.00

Valid for five years and renewable for five year periods on presentation of satisfactory evidence of successful experience and professional spirit.

Good in any high school of the State.

Requirements:- Approximately 1620 60-minute recitation hours or three years work in a standard college with credits distributed approximately as follows:

Subject Matter Group	Professional Group	
	General (1) 165 hours	Special (3) 165 hours
1290 hours In the subject matter group applicants must offer at least two subjects, for example, English, History, Science, in which they have not less than two full years of college credit, that is not less than 216 60-minute recitation hours in each.	I. (Psychology (Ed. Psychology (Child Psychology (Educational Measurement	(Observation (Special Methods (Practice Teaching (4)
	II. (Principles of Secondary Education (Classroom Management (N. C. School Law (2)	
	III. (Sociology (Educational Sociology (History of Education	

(1) Credits must be offered in I and II

(2) Credits must be offered in North Carolina School Law, but not to exceed 12 60-minute recitation hours willnbe allowed.

(3) Credits in Special Professional Group must relate to high school work.

(4) Credits in practice teaching must be offered.

"C" Salary $ 900.00

Valid for three years and nor renewable.

Good in all high schools of the State.

Requirements:- Approximately 1296 60-minute recitation hours standard college credit, including 1080 60-minute recitation hours of academic work and approximately 216 hours of general and special professional work distributed as follows:

Subject Matter Group	Professional Group	
	General (1)	Special (3)
1080 hours	108 hours	108 hours
In the subject matter group applicants must offer at least two subjects, for example, English, History, Science, in which they have not less than two full years of college credit, that is, not less than 260 60-minute recitation hours in each.	I. (Psychology (Ed.Psychology (Child Psychology (Educational Measurements	(Observation (Special Methods (Practice Teaching (4)
	II (Principles of Secondary Education (Classroom Management (N. C. School Law. (2)	
	III. (Sociology (Ed.Sociology (History of Education	

(1) Credits must be offered in I and II

(2) Credits must be offered in North Carolina School Law, but not to exceed 12 60-minute recitation hours will be allowed.

(3) Credits in Special professional group must relate to high school work.

(4) Credits in practice teaching must be offered.

"D" Salary $ 750.00

Valid for three years and not renewable.

Good in all high schools of the State.

Requirements:- 1170 60-minute recitation hours of standard college credit, including approximately 1080 60-minute recitation hours of academic work and approximately 90 60-minute recitation hours of professional work, taken either in college or summer school, and distributed approximately as follows:

30 hours High School Organization and Management.

30 Hours High School Methods and Observation.

30 hours Elective.

"E" Salary $ 700.00

Valid for one year and renewable for two years on presentation of evidence of completing approximately 90 hours of professional work as specified for high school certificate "D". Not renewable hhereafter.

Good in all high schoolsoof the State.

Requirements:- 1080 60-minute recitation hours of standard college credit without professional training.

Grammar Grade Certificates

"A" Initial Salary $ 1,200.00

Valid for five years and renewable for five year periods on presentation of satisfactory evidence of successful experience and professional spirit.

Good in any elementary school of the State.

Requirements:- Graduation from "A" college. Credits approximately 2160 60-minute recitation hours distributed approximately as follows:

Subject Matter Group (1) 648 hours	Professional Group General (2) 216 hours	Professional Group Special (4) 215 hours	Regular College 1080 hours
I. English:	I. Psychology	Observation	
Literature	Ed. Psychology	Special Methods	
Reading	Child Psychology	Practice Teaching (5)	
Language	Educational Measurements		
Spelling			
Handwriting	II. Principles of Elementary Education		
	Classroom Management		
III. Geography	N. C. School Law (3)		
III. History	III. Sociology		
Civics	Ed. Sociology		
IV. Arithmetic	History of Education		
Hygiene and Sanitation			
Elementary School Science			
Agriculture			
V. Handwork			
Drawing			
VI. Music			
Physical Training and Games			

(1) These subject matter courses should be of such grade and should so be taught as to stimulate the intellectual interest of the students and add to their cultural background, but should at the same time serve the subject matter needs of grade 4 to 7 inclusive. Credits should be offered in not less than two sub-groups but not necessarily in each of the studies included in any given sub-group.

(2) Credits must be offered in I and II.

(3) Credits must be presented in N.C.School Law, but not more than 12 60-minute recitations will be allowed.

(4) All the special professional work of this group should be related to grades 4 to 7 inclusive.

(5) Credit in practice teaching must be offered.

"B" Initial Salary $ 1,100.00

Valid for five years and renewable for five year periods on presentation of evidence of successful experience and professional spirit.

Good in all elemtary schools of the State.

Requirements:- Approximately 1620 60-minute recitation hours standard college credit distributed approximately as follows:

Subject Matter Group (1) 540 hours	General Professional Group		Regular College 756 hours
	General (2) 162 hours	Special (4) 162 hours	
I. English:- Literature, Reading, Language, Spelling, Handwriting	I. Psychology: Educational Psychology, Child Psychology, Educational Measurements	Observation, Special Methods, Practice Teaching (5)	
II. Geography	II. Principles of Elementary Education, Classroom Management, North Carolina School Law (3)		
III. History-Civics	III. Sociology: Educational Sociology, History of Education		
IV. Arithmetic, Hygiene and Sanitation, Elementary School Science			
V. Handwork, Drawing			
VI. Music, Physical Training and Games			

"C" Initial Salary $ 1,000.00

Valid for five years and renewable for five year periods on presentation of satisfactory evidence of successful experience and professional spirit.

Good in all elementary schools of the State.

Requirements:- Approximately 1800 45-minute recitation hours of standard normal school credit distributed approximately as follows:

Subject Matter Group (1) 1080 hours	Professional Group	
	General (2) 360 hours	Special (4) 360 hours
I. English Literature Reading Language Spelling Handwriting	I. Psychology Ed. Psychology Child Psychology	Observation Special Methods Practice Teaching (5)
III Geography	II. Principles of Elementary Education Classroom Management North Carolina School Law (3)	
III. History Civics	III. Sociology Educational Sociology	
IV. Arithmetic Sanitation and Hygiene Agriculture Elementary School Science		
V. Drawing Hand work		
VI. Music Physical Training and Games		

"D" Salary $ 750.00

Valid for three years and renewable for three year periods on presentation of satisfactory evidence in each case of renewal of having completed 120 45-minute recitation hours of academic and professional work in approved summer school. ^additional

Good in any elementary school of the State.

Requirements: Approximately 900 45-minute recitation hours standard normal school credit distributed approximately as follows:

Subject Matter Group (1) 540 hours	Professional Group	
	General (2) 180 hours	Special (4) 180 hours
I. English Literature Reading Language Spelling Handwriting	I. Psychology Ed. Psychology Child Psychology	Observation Special Methods Practice Teaching
II. Geography	II. Principles of Elementary Education Classroom Management N. C. School Law (3)	
III. History Civics	III. Sociology Ed. Sociology	
IV. Arithmetic Sanitation and Hygiene Agriculture Elementary School Science		
V. Drawing Handwork		
VI. Music Physical Training and Games		

Primary Grade Certificates

"A" Salary $ 1,200100

Valid for five years and renewable for five year periods on presentation of satisfactory evidence of successful experience and professional spirit.

Good in any elementary school of the State.

Requirements:- Graduation from "A" college, approximately 2160 60-minute recitation hours distributed approximately as follows:

Subject Matter Group (1) 648 hours	Professional Group		Regular College 1080 hours
	General (2) 216 hours	Special (4) 216 hours	
English	I. Psychology	Observation	
Literature	Ed. Psychology	Special Methods	
Children's Literature	Child Psychology	Practice Teaching (5)	
Reading	Educational Measurements		
Language			
Spelling	II. Principles of Elementary Education		
Handwriting	Class room management		
	N. C. School Law (3)		
Arithmetic	III. Sociology		
Geography	Educational Sociology		
History	History of Education		
Nature Studay	School Hygiene and Sanitation		
Hygiene and Sanitation			
Handwork			
Drawing			
Music			
Physical Training and Games			

(1) These subject matter courses should be of such grade and should so be taught as to stimulate the intellectual interest of the students and add to their cultural background, but should at the same time serve the subject matter needs of grades 1 to 8 inclusive

(2) Credits must be offered in I and II

(3) Credits must be presented in North Carolina School Law, but not more than 12 60-minute recitation hours will be allowed.

(4) All the special professional work of this group shall be related to grades 1 to 8 inclusive.

(5) Credits in practice teahhing must be offered.

"B" Initial Salary $ 1,100.00

Valid for five years and renewable for five year periods on presentation of satisfactory evidence of successful experience and professional spirit.

Good in all elementary schools of the State.

Requirements:- Approximately 1620 60-minute recitation hours standard college credit, distributed approximately as follows:

Subject Matter Group (1) 540 hours	Professional Group: General (2) 162 hours	Professional Group: Special (4) 162 hours	Regular College 756 hrs
E			
English	I. Psychology	Observation	
Literature	Ed. Psychology	Special Methods	
Children's Literature	Child Psychology	Practice Teaching (5)	
Reading	Educational Measurements		
Language			
Spelling	II. Principles of Elementary Education		
Handwriting	Classroom Management		
	N. C. School Law (3)		
Arithmetic			
Geography	III. Sociology		
History	Ed. Sociology		
Civics	History of Education		
Nature Studay			
Hygiene and Sanitation			
Handwork			
Drawing			
Music			
Physical Training and Games			

"C" Initial Salary $ 1,000.00

Valid for five years and renewable for five year periods on presentation of evidence of successful experience and professional spirit. ^ raising

Good in all elementary schools of the State.

Requirements:- Approximately 1800 45-minute recitation hours standard normal school credits distributed approximately as follows:

Subject Matter Group (1) 1080 hours	General Professional Group	
	General (2) 360 hours	Special (4) 360 hours
English	I. Psychology	Observation
Literature	Ed. Psychology	Special Methods
Children's Literature	Child Psychology	Practice Teaching (5)
Reading	Educational Measurements	
Language		
Spelling	II. Principles of Elementary Education	
Handwriting	Classroom Management	
	N. C. School Law (3)	
Arithmetic	III. Sociology	
Geography	Educational Sociology	
History		
Nature Studay		
Hygiene and Sanitation		
Primary Handwork		
Drawing		
Music		
Physical Training and Play		

"D" Salary $ 750.00

Valid for three years and renewable for three year periods on presentation of satisfactory evidence in each case of renewal of having completed approximately 120 45-minute recitation hours additional academic and professional work in approved summer school.

Good in any elementary school of the State.

Requirements:- Approximately 900 45-minute recitation hours standard normal school credit distributed approximately as follows:

Subject Matter Group (1) 540 hours	Professional Group	
	General (2) 180 hours	Special (4) 180 hours
English	I. Psychology	Observation
Literature	Ed. Psychology	Special Methods
Children's Literature	Child Psychology	Practice Teaching
Reading		
Language	II. Principles of Elementary Education	
Spelling	Classroom Management	
Handwriting	N. C. School Law (3)	
Arithmetic	III. Sociology	
Geography	Educational Sociology	
History		
Civics		
Nature Study		
Hygiene and Sanitation		
Handwork		
Drawing		
Music		
Physical Training and Play		

Elementary Certificates

"A" Salary $ 750.00

Valid for three years and renewable for three years periods on presentation of satisfactory evidence in each case of renewal of having completed 90 60-minute hours of academic and professional work in an approved summer school. ↑ added

Good in any elementary school in the State.

Requirements:- Approximately 1080 60-minute recitation hours standard college credit and in addition 90-60-minute recitation hours of professional credit procured either in college or an approved summer school, or the equivalent credits in an approved normal school, distributed approximately as follows:

30 hours Reading (1)

30 Hours Arithmetic (1)

or
Language
or
Geography
or
History
or
Handwriting
or
Drawing
or
Music

30 hours Principles and Methods of Teaching

(1) These are subject matter and not method courses. The instruction in them should be of such grade and of such character as to stimulate the interests of the students and add to their cultural background, but at the same time service the subject matter needs of the Elementary schools.

"B" Salary $ 700.00

Valid for one year and renewable thereafter for three year periods on the presentation of satisfactory evidence of successful experience and having completed in each case of renewal an additional 90 60-minute recitation hours of academic abd professional work in an approved college summer school, or the equivalent credits in an approved normal summer school.

Good in all elementary schools of the State.

Requirements:- Approximately 1080 60-minute recitation hours of college credit.

"C" Salary $ 650.00

Valid for two years and renewable thereafter for two year periods on presentation in each case or renewal of evidence of successful experience and having completed in each case of renewal 90 60-minute recitation hours of academic and professional work in an approved college summer school, or the equivalent credit in an approved normal summer school.

Good in all the elementary schools of the State.

Requirements:- Approximately 540 60-minute recitation hours standard college credit and in addition 90 60-minute recitation hours of academic and professional credit in college or an approved college summer school, or the equivalent credit in an approved normal summer school, distributed approximately as follows:

30 yours Reading (1)

30 hours Arithmetic (1)
or
Language
or
Geography
or
History
or
Handwriting
or
Drawing
or
Music

30 hours Principles and Methods of Teaching

(1) These are subject matter and not method courses. The instruction in them should be of such grade and of such character as to stimulate the interest of the students and add to their cultural background, but at the same time serve the subject matter needs of the elementary schools.

"D" Salary $ 600.00

Valid for one year and renewable thereafter for two year periods on presentation in each case of renewal of evidence of successful experience and having completed in each case of renewal 90 60-minute recitation hours additional academic and professional work in an approved college summer school, or the equivalent credit in an approved normal summer school.

Good in any elementary school in the State.

Requirements:- Approximately 540 60-minute recitation hours standard college credit.

"E" Salary $550.00

Valid for two years and renewable for two year periods on presentation in each case of renewal of evidence of successful experience and having completed in each case of renewal an additional 90 60-minute recitation hours of academic and professional work in an approved college summer school, or equivalent credit in an approved normal summer school.

Good in any elementary school of the State.

Requirements:- Graduation from a standard high school, including either teacher training course or 90 60-minute recitation hours credit in an approved college summer school, or equivalent credit in an approved normal summer school, distributed approximately as follows:

30 hours Reading (1)
30 hours Arithmetic (1)
or Language
or Geography
or History
or Handwriting
or Drawing
or Music
30 hours Principles and Methods of Teaching

(1) These are subject matter and not method courses. The instruction in them should be of such grade and of such character as to stimulate the interest of the students and add to their cultural background, but at the same time serve the subject matter needs of the elementary schools.

by E.C. Brooks, State Supt. Public Instruction North Carolina

file X 1

Feb. 2. 1920

Memorandum: Re Certificates.

I want to thank the General Education Board for its recent appropriation. Without these funds we would have been hopelessly lost in our effort to work out a new certification scheme, and in attempting to present our case to the special session of the legislature.

In this connection permit me to point out briefly the significance of the program in hand, its significance for the state, for our teachers and for our institutions doing teacher-training.

North Carolina has repeatedly been told of how inadequately its teachers were prepared. But the state has never been told in such a way as to enable it to understand what the training of teachers should be, and to what extent the teachers in service fall short of these standards. Moreover, our people have never been brought to understand the relation between proper preparation and the salaries needful to secure well trained teachers. To a great extent a teacher has been a teacher, to be hired at whatever salary he or she may be willing to accept. In contract, our new certification scheme and salary schedule will place clearly before our people standards of teacher preparation, and fixes the minimum

salary which in our opinion is necessary to attract and to hold in the profession the well-prepared teacher. The worth of such a scheme, as the basis of presenting our plea to the people, can scarcely be overestimated.

The significance ofthis scheme is scarcely less important for the teachers themselves. Under the previous system of employment and certification teachers on the one hand had little idea of what was necessary for them to do to advance themselves in the profession, and on the other hand, not infrequently they were deterred from making the needed preparation by the fact that along - side of them worked young high school graduates receiving as large if not larger salary than they who were experienced, and had at least done something to equip themselves for their work. Our new certification scheme willmmake clear to the teachers the kind of preparation required to procure a given type of certificate, and will encourage them to make the requisite preparation, by fixing the minimum salary that they may be paid when holding a given certificate. Not the least important feature of this new scheme is the gradation of certificates, thus opening the way from one grade of certification to another, and from one salary level to another.

This new certification scheme has also its significance for the teacher-training work of the state.

Up to the present time, so little has been required of our teachers either on the academic or professional side, that any one of our institutions might readily enter into the training of all kinds of teachers. The result is that our teachers have not been well prepared in any particular kind of school work, such as primary word, grammar grade work, or high school work. While the new scheme in no wise attempts to lay down specific teachers' training courses, it does prescribe the general requirements of such courses. The general effect will eventually be that each institution, instead as now attempting to range over the entire field, will select the particular work it is well equipped to do. For example, the university will doubtless gradually concentrate upon the training of high school teachers, high school principals, superintendents, etc., leaving the training of primary and grammar grade teachers to institutions that have been established for this specific purpose.

To be sure these results will not all be achieved off hand. It will take time, probably twenty years. Nevertheless, the beneficial results will be immediately felt and in increasing proportion as the years go by. There will be obstacles to overcome, yet wherever I have discussed this program, be it before the

press association or business men, or the teachers, it has been received most cordially, and I am confident that it will receive the heartiest support from our people, our teachers, and our several institutions.

A C 245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

GEN'L EDUCATION BOARD
RECEIVED
OCT
25
1920
ANSWERED

October 22,1920.

Dr. Frank P. Bachman,
61 Broadway,
New York, N.Y.
Dear Bachman:

I have received your letter October 18. It will suit me perfectly to hold November 18,19,20 open. I thought,however, that we were to meet in Asheville November 20 and have a conference on the 22nd with the chairmen of the several committees. With this in view, I have made reservation at the Langren beginning on the 20th.

Brooks told me that he could mail the report out from his office, that is that he can furnish the postage necessary for this work. It will only be necessary for us to get somebody to send the report out,but ,of course, we must get the names and addresses of the people to whom we are to send it.

It seems to me that the proper thing to do is to send the chapter on Instruction to the various members of the Commission, get their criticism and from these criticisms let you put that chapter in the final shape.

I will write to the members of the Commission and ask them to hold November 18-20 open.

I was in Raleigh this week,,but did not get to see Brooks.

With best wishes and kindest regards, I am

Yours cordially,

Robt H Wright

president.

RHW/H.

NC 245

The University of Minnesota
College of Education
Minneapolis

OFFICE OF THE DEAN

October 25, 1920.

GENERAL EDUCATION BOARD
RECEIVED
OCT
28
1920
ANSWERED

Mr. Frank L. Shaw
General Education Board
61 Broadway
New York City

North Carolina survey

My dear Mr. Shaw:

I enclose in response to your request of October 18th the following data:

a. Corrections in history scores of North Carolina survey.

b. The 7th grade total spelling score ~~in school subjects~~.

c. Belmont High School scores on North Carolina reading test.

d. Directions for Sigma 3 reading test will be provided by the World Book Company.

The manual for these tests will be in print before you will need directions for scoring.

Cordially yours,

M. E. Haggerty

M. E. Haggerty

MEH/AP

ections in History Test scores

Table i - 7 - s
r

	One teacher	Two teacher	Three teacher	Four teacher
State	6.7	-------	8.6	-------

Table t - 7 - s
r

State	---------	--------	5.8	7.5

7th grade total state score in small cities

Spelling .38

Belmont, Mass., scores in Reading Sigma 4.

Class	Senior	Junior	Sophomore	Freshman	8th grade	7th grade
A-Method	58	60	58	44	45	36
B-Method	75	78	71	60	47	40

NUMBER OF PUPILS GIVEN READING TEST ALPHA II

White Race

Fifth Grade

	8	9	10	11	12	13	14	15	16	17	18+		8	9	10	11	12	13	14	15	16	17
e	0	17	79	166	125	67	46	18	5	0	8	531		18	105	180	121	74	30	6	0	1
ll-ies	0	5	23	53	53	31	11	7	3	0	0	186		6	22	57	56	29	16	10	2	
s		2	25	47	62	44	25	18	5	1	1	230	0	2	37	56	54	42	20	13	3	2
s		4	19	18	29	25	21	13	9	5	2	145	0	3	15	25	32	34	19	16	6	2
s	1	2	17	30	52	61	34	21	12	6	3	239	1	4	18	31	72	70	45	22	15	5
s	1	2	3	12	15	20	16	8	3	0	0	80	1	4	7	15	30	15	13	11	9	2

Seventh Grade

			1	8	73	127	97	72	25	8	3	415			4	21	100	182	106	43	13	6
				3	15	32	41	32	14	9	4	130			2	1	29	64	47	28	16	6
			1	3	9	16	23	13	11	6	1	83				3	14	37	50	25	22	1
				3	3	14	36	22	35	23	10	146				3	5	13	23	27	20	1
			2	1	5	12	27	27	19	14	7	114				1	5	27	29	50	36	2
				1	5	4	6	10	7	4	9	46				1	7	4	22	11	13	1

Colored Race - Fifth Grade

	8	9	10	11	12	13	14	15	16	17	18+		8	9	10	11	12	13	14	15	16	1
h		1	2	7	7	6	7	10	3	0	0	43			10	13	8	13	18	4	2	
			1	0	1	1	4	6	3	0	5	21				1	2	2	8	4	2	
school																						
school					1	2	6	7	4	3	1	24				1	6	6	14	9	8	
school						1	1	2	1	2	2	9				1	3	1	4	6	4	

Seventh Grade

h					1	1	1				3						1	2	6	2		
school									1	1	2	4						1	2	4		
school																						
school									1	0	4	5				1	0	0	1	1	3	
school									2		3	5									2	

Charge to the account of General Education Board, 61 Broadway

CLASS OF SERVICE DESIRED	
Telegram	
Day Letter	
Night Message	
Night Letter	

Patrons should mark an X opposite the class of service desired. OTHERWISE THE MESSAGE WILL BE TRANSMITTED AS A FULL-RATE TELEGRAM.

WESTERN UNION TELEGRAM

NEWCOMB CARLTON, PRESIDENT — GEORGE W. E. ATKINS, FIRST VICE-PRESIDENT

Number 41
Clerk
Time Filed 11/10

Send the following message, subject to the terms on back hereof, which are hereby agreed to

October 28, 1920

Dr. C. E. Brewer
Meredith College
Raleigh, North Carolina

I am very anxious about the proof of the report, fearing that the Commission will be unable to get it out by November fifteenth as planned. Will you not again hasten the printer?

FRANK P. BACHMAN

Same letter sent to:
C. C. Wright
L. J. Bell
Robert H. WrightN.
N. W. Walker
E. C. Brooks

ARC 245

October 28, 1920

Dr. C. E. Brewer
Meredith College
Raleigh, N. C.

Dear Dr. Brewer:

We are sending you to-day a copy of the chapter on instruction. I am happy to say that the printer's copy went forward last week. Such suggestions as you may have on this chapter, please send to me directly, and I will incorporate them, so far as possible, in the printer's proof.

To save time, we are not sending copies of the tables, of which there are six.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC2945
RECEIVED
NOV
1
1920
ANSWERED

Department of Labor and Printing
State of North Carolina
Raleigh

M. L. SHIPMAN, COMMISSIONER
LAWRENCE E. NICHOLS, ASST. COMMISSIONER

Oct. 30, 1920.

Dr. Frank P. Bachman,
61 Broadway,
New York City, N.Y.

Dear Sir:

We are sending you under separate cover (two special delivery packages) proof of the book, "PUBLIC EDUCATION IN NORTH CAROLINA" with copy, drawings, photos, and artist's proof of cuts.

The proof is sent in strips, so that you may indicate position of cuts in the chapters, and of course proof in page form will be submitted later.

Please give inscriptions for illustrations.

The chapter headings of course should be bolder than shown in this proof.

This proof has been sent to us by the printers in a most horrible shape, without correcting or assembling, and chapter V seems to be out of position; but in order that there may be as little delay as possible, we are forwarding it to you in the hope that it can be made to serve the purpose for which it is sent.

We understand that none of the halftone illustrations are to appear on pages with reading matter; and therefore the fact that they are slightly wider than the type page will not matter - they will be uniform for the cut pages.

Immediately upon the return of this proof the book will be paged and page proof submitted to you.

Very truly yours,

DEPARTMENT OF LABOR AND PRINTING

Lawrence E. Nichols

Assistant Commissioner.

N-W

NC 245

ALEUTIAN ISLANDS RECEIVED NOV 1 1920 ANSWERED

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

October 30, 1920.

Dr. Frank P. Bachman,
61 Broadway, New York, N.Y.

Dear Bachman:

I am returning to you the chapter on Instruction. I received it this morning and have read it very carefully. There are only a few things that I think might be changed and not anything that I think should be changed. I have made one or two suggestions which you will understand.

With best wishes, I am

Yours cordially,

Robert H. Wright

RHW/H.

President.

NC245

November 3, 1920.

Mr. Robert Wright
East Carolina Teachers Training School
Greenville, North Carolina

Dear Wright:

Monday we received the galley-proof, cuts, etc., of the report, and will return them to the printer tomorrow. Unless every possible effort is made, the report will not appear by the time of the meeting at Asheville.

Have the envelopes for distributing the report been ordered, and are they being prepared? Are the lists of persons to whom the report is to be sent being prepared? If not, won't you please make this a personal matter and see that proper arrangements are made?

I am beginning to see my way through the law, and will soon have it ready for conference, but a turn in our Kentucky survey compels me to be there the fore-part of the week of November 15th. Therefore, it seems best to hold to our original idea of having our meeting at Asheville. I think, however, we ought to meet on Friday, at least, November the 19th, for there are many knotty problems to consider, and I am fearful, if we leave it to the 20th, we will not

get through. But I will leave this matter to you, that is, whether you call a meeting at Asheville for Friday morning the 19th or Saturday morning the 20th.

With kindest regards and best wishes, I remain,

Very truly yours,

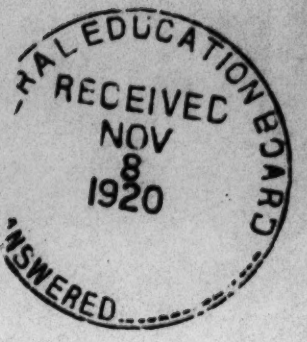
FRANK P. BACHMAN

FPB:BSB

NC 245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT



November 5, 1920.

Mr. Frank P. Bachman,
61 Broadway, New York, N.Y.

My dear Bachman:

I have received your letter ,November 3. Last week I wrote Edwards and Broughton to rush the report. At that time they were waiting for the proof to be returned. I am going to Raleigh Tuesday of next week and stay in Raleigh until I get everything arranged and hope to publish the report as soon as it is printed. I have written to Brooks requesting him to secure some one in Raleigh to have the wrappers addressed and for the report to be mailed as soon as it is received from the printer. The wrappers are to be made. If I do not hear from you again within the next few days, I will call the Commission together in Asheville, Friday, morning ,November 19. If you do not hear from me further, you may know I am expecting the meeting at that time.

I am certainly glad that you are getting the law in shape.

With kindest personal regards and best wishes,

I am

Yours cordially,

Robert H. Wright

RHW/H.

President.

Cr C 245

STATE OF NORTH CAROLINA
STATE EDUCATIONAL COMMISSION

ROBERT H. WRIGHT, CHAIRMAN
E. C. BROOKS, VICE CHAIRMAN
L. J. BELL, SECRETARY

ROBERT H. WRIGHT, GREENVILLE, N. C.
E. C. BROOKS, DURHAM, N. C.
L. J. BELL, ROCKINGHAM, N. C.
C. E. BREWER, RALEIGH, N. C.
C. C. WRIGHT, HUNTING CREEK, N. C.

EDUCATION BOARD
RECEIVED
NOV
10
1920
ANSWERED

November 8,1920.

Dr.Frank P. Bachman,
61 Broadway, New York,N.Y.

Dear Sir:

There will be a meeting of the State Educational Commission at the Langren Hotel,Asheville, N.C. Friday morning, November 19.This meeting of the Commission will take two or three days. I hope you will go prepared to stay through the meeting of the State Teachers' Assembly. We must work out our recommendations to the General Assembly, especially those recommendations dealing with the new code.

Yours sincerely,

Robt H Wright

RHW/H. Chairman.

Same letter to:
C. C. Wright
L. J. Bell
Robert H. Wright
E. C. Brooks
N. W. Walker

NC245

November 11, 1920

Dr. C. E. Brewer
Meredith College
Raleigh, North Carolina

Dear Dr. Brewer:

We are sending you the first draft of the revised school code, along with the proposed amendments to the constitution. In this new form you will not recognize your old code, yet its new clothes should not deceive you unduly.

However, permit me to point out two or three fundamental differences:

First, the provisions for two types of school districts, (1) county school districts, and (2) city school districts.

Second, the financial restrictions placed on special school tax districts, and the bridge provided to start on the way to the development of a genuine county system of schools, which involves establishing what we have termed "county debt service," thus enabling counties to take over the financial responsibility for all buildings, permanent improvements, etc.

Third, the election of county school boards and city school boards by the people.

Fourth, the changes, particularly with regard to city

NC 245

EDUCATION BOARD
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NOV. 26, 1920
ANSWERED

STATE EDUCATIONAL COMMISSION

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FRANK L. SHAW, STATISTICIAN
MISS A. C. THORNBLUM, SECRETARY

Battery Park Hotel
Asheville, North Carolina

November 22, 1920

Dr. Abraham Flexner
61 Broadway
New York City

Dear Dr. Flexner:

After four days, the commission has finished going through the revised school law, section by section, and paragraph by paragraph. A number of very excellent practical suggestions were made by the commission, which, while in themselves not important so far as the law is concerned, are important from the standpoint of increasing the acceptability of the law to the people, and hence to the General Assembly.

Tonight we begin our conferences with the various committees appointed by different sections of the State Teachers Assembly, and doubtless we shall receive other practical suggestions from the members of these several committees. While these conferences and meetings are trying, could we have had similar assistance in Delaware I think we might have avoided certain rough places in the Delaware law. I hope we may be fortunate enough to have such assistance in the Kentucky work.

Sincerely yours,

FPB:T

Frank P. Bachman

NC 245

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STATE EDUCATIONAL COMMISSION

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FRANK L. SHAW, STATISTICIAN
Miss A. C. THORNBLUM, SECRETARY

November 27, 1920

Dr. Abraham Flexner
61 Broadway
New York City

Dear Dr. Flexner:

The Teachers Assembly of North Carolina has met and adjourned. The report of the State Educational Commission and the new features of the revised school law were discussed before the general meetings of the Assembly and before all departmental meetings. Indeed, the entire program of the Teachers Assembly centered about the Commission's report.

The reception by the teachers of the Commission's report, as well as of the proposed revision of the school law, was most cordial. Such discussion as there was centered chiefly on the election of county and city school board members. The question of how to get county school board members has been debated from the very organization of the schools. It became evident from the discussion that at the present time there is no unanimity of opinion that selection by popular election is the solution. Moreover, there are political issues involved. The final judgment of the Commission is that, rather than jeopardize its program, it will be better to make no changes in the present method of selecting county school boards.

STATE EDUCATIONAL COMMISSION

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Flexner #2

It is also the final judgment of the Commission that it is best to leave the cities free either to secure their board members as they are now secured, or choose, by action of the board or by popular election, the method recommended in the first draft of the revised school law -- that is, election on a non-partisan ticket.

As you learned from my previous letter, the Commission itself spent four days in going over the law and made minor changes. Miss Thornblum and I have just returned from an all- day meeting with the legislative committee of the State Teachers Assembly, the Commission, and Dr. Brooks, making further changes. Dr. Brooks made a number of excellent practical suggestions, but even after all these have been accepted, the law remains practically intact as proposed, with the exceptions noted above.

Miss Thornblum and I leave Asheville tomorrow morning, and it is our hope to push things along so that Miss Thornblum can return to New York at the end of next week and I to Kentucky. Shaw writes me that everything is ready for the tests in Kentucky next week, and I hope you will join me in praying for good weather.

After we get the proposed revision in shape, the Commission has decided to have it published, distributed among school boards, county and city superintendents,

STATE EDUCATIONAL COMMISSION

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MISS A. C. THORNBLUM, SECRETARY

Flexner #3

and have a final conference at Greensboro probably about the middle of January. This will give the schoolmen of the state and interested citizens an opportunity to read the law in detail, and place at the service of the Commission their mature judgment on the proposed changes before the revised law is finally whipped into shape for presentation to the General Assembly. Altogether, including the Greensboro conference, we have probably two weeks' work to finish our job in North Carolina. It is too early to prognosticate, but everything looks favorable to the acceptance by the General Assembly of the Commission's program.

With kindest regards and best wishes, in which Miss Thornblum joins,

Sincerely yours,

Frank P. Bachman

FPB:T

FLEXNER PAPERS

N.C. survey

37TH ANNUAL SESSION WILL MEET IN ASHEVILLE, N. C., NOVEMBER 24-26, 1920

NC 245

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The North Carolina Teachers' Assembly

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Greenville, N.C.

Dec. 1, 1920-ut

GEN'L EDUCATION BOARD
RECEIVED
DEC 3 1920
ANSWERED

Dr. Frank P. Bachman,

General Education Board,

#61 Broadway, New York.

Dear Dr. Bachman:

I did not see you before leaving Asheville to express my appreciation of your contribution to the success of our meeting. I am sure you realized something of how deeply we appreciated your presence and participation in the meeting.

It has been a great pleasure and benefit to have come in contact with you professionally and personally. I hope that our paths may cross again.

With kind regards, I am,

Sincerely yours,

S. A. Brower

Presdt. North Carolina Teachers' Assembly.

UrC 245

THE UNIVERSITY OF NORTH CAROLINA
SCHOOL OF EDUCATION
CHAPEL HILL, N. C.

L. A. WILLAMS, Pd. D.
PROFESSOR OF SCHOOL ADMINISTRATION

December 3, 1920.

Dr. Frank P. Bachman,
61 Broadway,
New York

My dear Dr. Bachman:

I am enclosing a copy of a leaflet prepared under the direction of the Department of Rural Education of the N. E. A. setting forth a plan for making a study of instruction in rural schools of the United States. I have been requested to act as state director of this work in North Carolina. I think it is hardly necessary for me to call your attention to the desirability of such a study being made for the several states. I know you are personally interested in this problem and for this reason I am taking the liberty of worrying you with one of my problems in connection with my work as state director.

On page six under "Handwriting", the third paragraph, you will discover the nature of my difficulty. As you know there are no funds here at the University for the purchase of testing material and such work as I have been able to do in this field of testing I have had to make self-supporting. Likewise you know that the available funds in the several counties for the purchase of test material are practically nothing. I do not need to tell you that I am not personally able to pay for this testing material. I am appealing to you, therefore, for a suggestion or suggestions as to how in North Carolina we can go about the purchase of sufficient testing material to cooperate with the N. E. A. committee in the study of the problem suggested in this leaflet. The amount necessary would not be very large I suspect, since we have so few consolidated schools in this state which have been organized and running well for three years. My impression is that one hundred or two hundred dollars would pay for all the testing material necessary in this state since we could not hope to supply the committee with results from any very large number of schools. We do have plenty of the one and two teacher schools, of course, but I should not want to give the tests in counties where there is no one, supervisor or superintendent, trained in doing this testing work. You have always been so fertile in suggestions about "ways out" that I am appealing in this my extremity. I shall greatly appreciate your suggestions in the matter.

Very sincerely yours,

L A Williams

ne245

MISS ANNIE CHERRY
SUPERVISOR RURAL WHITE SCHOOLS

MARIE McIVER
SUPERVISOR RURAL COLORED SCHOOLS

HALIFAX COUNTY SCHOOLS

A. E. AKERS, SUPERINTENDENT

ROANOKE RAPIDS, N. C.

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GENERAL EDUCATION BOARD
RECEIVED
DEC 8 1920
ANSWERED

Dec. 7, 1920

Miss Anna C. Thornblum,
General Education Board,
61 Broadway, N. Y.

Dear Miss Thornblum:

You remember no doubt that we talked about tests and scores at Asheville Thanksgiving week. I shal l be glad indeed if you can find time to give me the scores made by Halifax County in such a form as to be compared with the score shown in the report of the State Educational Commission. I should like to use those scores in my County showing the different types of schools and also showing the individual schools if it is not too very much trouble for you to work this up. I shall be glad also if you can give me the score of the Graded schools in the County, Enfield, Roanoke Rapids, Scotland Neck, Weldon.

Assuring you that I shall very sincerely appreciate your giving me this information at an early date, I beg to remain

Yours very truly,

A. E. Akers

AEA.GC

With best wishes,

Sincerely yours,

A. C. THORNBLUM

New York, N. Y.

December 18, 1920

Mr. H. E. Akers
County Superintendent of Schools
Roanoke Rapids, North Carolina

Dear Mr. Akers:

Enclosed are tables showing the scores in Halifax County. I have taken these from the original sheets, and it may be that there are some uncorrected discrepancies in them. If any of the tables do not seem "intelligent" to you, please let us know and we will try to straighten them out.

On the Thorndike Reading tables are given the number of fifth and seventh grade pupils tested and their median ages. I believe these figures apply also in the tests in spelling, addition, and multiplication.

I am sorry that I have been unable to get this information to you sooner. We made a longer stay at Raleigh than we anticipated, which is my excuse.

With best wishes,

Sincerely yours,

E. C. THORNBLUM

NC C245

N. C.

December 8, 1920

Mr. Robert H. Wright
Greenville
North Carolina

Dear Wright:

It is now 4:30 Wednesday afternoon. We have just handed over to Pittman the proposed revision of the school laws -- as you will note, three days behind program. We have made a good many changes, following the suggestions of Superintendent Brooks, and while some of these may weaken the law somewhat, most of them I am quite sure are on the right side of the ledger and will do very much to temper the revision to the ideas and spirit of the people of the state. Brooks, I believe, is heart and soul for the finished product, and for this reason I feel the time spent here has been well employed.

Pittman will care for the proofreading, but I think it would be wise, on notice from him, for you to come to Raleigh and look over the proof before it is finally printed. I know you are busy, but I feel sure this would be a valuable service.

I want to take this occasion to thank you sincerely for your great interest in our attempt to systematize and revise the school laws of the state, and after it is all done and accepted by the legislature I think you will feel repaid for your many long hours of work.

Miss Thornblum will probably leave tomorrow noon. If you have anything to communicate to me, please write Miss Thornblum at our New York office and she will communicate with me -- if she can find out where I am.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC 245

STATE EDUCATIONAL COMMISSION

RALEIGH, N. C.

BELL TELEPHONE 2111

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GENERAL EDUCATION BOARD
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DEC 10 1920
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December 8, 1920

Dr. Abraham Flexner
61 Broadway
New York City

Dear Dr. Flexner:

Miss Thornblum and I have just handed the revision of the public school laws of North Carolina to Mr. Pittman, Mr. Brooks' assistant, to give to the printer. We have spent three weeks, working at close range with the commission and with Superintendent Brooks, in whipping this revision into its present form. In all of this the commission has been most helpful, and especially Superintendent Brooks. If we could have had some such help on the Delaware law I am sure that many of the objections raised to it would have been avoided. While the law has been modified in some respects, and in some perhaps slightly weakened, I am confident that on the whole it is greatly improved. When the law is in print, probably around the 15th of January, we are to have a conference at Greensboro with the county superintendents and city superintendents, and after that put it into final shape for presentation to the General Assembly. This last-named work should not take more than a week, and will complete our North Carolina program.

Miss Thornblum will probably leave for home tomorrow afternoon. I am leaving at midnight for Kentucky, hoping to

get in a couple of weeks in the rural schools before Christmas.

With kindest regards and best wishes, I remain

Sincerely yours,

Frank P. Bachman

FPB:T

NC 245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

GENERAL EDUCATION BOARD
RECEIVED
DEC 13 1920
ANSWERED

December 9,1920.

Dr. Abraham Flexner,
General Education Board,
61 Broadway, New York, N.Y.

Dear Dr. Flexner:

I know you will be pleased to learn that our report,"Public Education in North Carolina", is meeting with unusual approval. It is so readable that some of our papers are publishing it chapter by chapter. I think this is the highest compliment that could be paid to it. So far as I know this is the first report that has been made that was readable enough to be printed by the news papers.

Bachman has done a remarkable piece of work in our state. He was of invaluable service to us in the meeting at Asheville. His work on the proposed new code is such that I believe it will meet with little if any opposition and at the same time gives us a real public school system. Every day I am more and more thankful to you good people in the General Education Board for the splendid service you have rendered our state and for your wisdom in selecting Bachman to dothe work for us. I confidently expect the next General Assembly to adopt all our recommendations. Sentiment is growing very strong for them. I consider it a real privilege to have been associated in this intimate way with Bachman.

I understand from Brooks that you will be in Raleigh December 21. I hope to see you at that time. With kindest personal regards, I am

Yours sincerely,

Robert H. Wright

RHW/H. President.

December 14, 1920

President Robert H. Wright
East Carolina Teachers Training School
Greenville, North Carolina

Dear President Wright:

I have your very kind note of December 9. I am delighted that the Report has made such a favorable impression. As far as Bachman is concerned, he is, as you say, a man of very great ability and absolutely unstinted devotion. I join most heartily with you in all the good things that you say and think about him.

I find myself so busy that I do not believe that I can get to Raleigh on the twenty-first. Dr. Buttrick has been out of town a great deal, as I have been also, and I have some work that I must transact here in the office without further delay. I have written Dr. Brooks to that effect.

With warm regards,

Very sincerely yours,

ABRAHAM FLEXNER

AF/ESB

Ar C 245

December 27, 1920

Dr. E. C. Brooks
State Superintendent of Public Instruction
Raleigh, North Carolina

Dear Brooks:

I am in the office today for the first time in six weeks, having returned from Kentucky for the Christmas holidays. I am wondering how the printing of the law is coming on, and when you will call the meeting at Greensboro. If it is convenient, won't you call this meeting on a Monday--say, Monday, January the 17th? I could in that event use Saturday and Sunday for travel, and save much time. Please let me know toward the end of the week, if possible, just when the meeting will be called.

Wishing you a happy New Year, believe me

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC 245

December 28, 1920

Mr. Robert H. Wright
East Carolina Teachers Training School
Greenville, North Carolina

Dear Wright:

I thank you very much for the letter that you were kind enough to write Dr. Flexner, and for the kind words contained in your recent letter to me. Kept by Dr Bachman

I am glad to know the printing is coming along nicely, and that the law will be out by the first of January. This will make it possible, I should think, for us to have our meeting about the second week in January. I have written Brooks asking him to call the meeting, if possible, for Monday, the 17th. This would give me Saturday and Sunday to travel from Kentucky, saving much time, and probably this date would be as convenient for the North Carolina people as any other.

With best wishes for a happy New Year,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC 245

December 30, 1920.

Mr. Robert Wright
Greeneville,
North Carolina

My dear Wright:

I am leaving Sunday evening for Kentucky, and will make arrangements to be at the meeting of the city and county superintendents at Greensboro.

Your kind words about my work in North Carolina were greatly appreciated, but I want to say that whatever has been or will be accomplished in North Carolina is due more to the coöperation of the Commission, and particularly its Chairman, and to the good school people of the state, than to anything that I may have done. The work, while trying, has been a pleasure, and we only hope that it may result in the acceptance by the Legislature of the proposed revised school laws.

Wishing you a happy new year, I remain,

Very truly yours,

FPB:BSB

orc 245

BOARD OF EDUCATION:
A. G. COX, CHAIRMAN
L. C. ARTHUR
M. O. BLOUNT

OFFICE OF
SUPERINTENDENT OF SCHOOLS, PITT COUNTY
S. B. UNDERWOOD, SUPERINTENDENT
GREENVILLE, NORTH CAROLINA

Dec. 30, 1920-ut

GENERAL EDUCATION BOARD
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JAN
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1921
ANSWERED

Dr. Frank P. Bachman,
General Education Board,
#61 Broadway, New York.

Dear Dr. Bachman:

Is there any way by which the results of the tests given in Pitt County during the survey could be made available for our use? It has occurred to me that it would be a very valuable thing if we could give tests at the end of this year and compare the results in individual schools with the results obtained last year. If we could not have the scores for the individual schools, the scores for the county would help greatly. I shall appreciate hearing from you about this.

Trusting that you have enjoyed the holiday season, and with every good wish for the coming year, I am,

Very truly yours,

S. B. Underwood

County Superintendent.

By M. E. Lyon

RAY MILLER BOX

ar C 245
RECEIVED JAN 12 1921
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OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

January 10, 1921.

Dr. Frank P. Bachman,
61 Broadway,
New York, N. Y.

My dear Sir:-

I have called a meeting of the county superintendents to be held in Greensboro, 10:00 o'clock, January 19.

I decided to fix the date for the 18th but there is an election on in Greensboro for schools on that date and the county superintendent asked me to change it. I first thought of calling it for Monday but the superintendents say that it is almost impossible for them to be out of the office on Monday. Therefore, they asked me not to fix the date for that day. The nearest date to that is the 19. The notice has seen sent out.

I am sending you a copy of the code both to New York and to Frankfort, Kentucky.

Very Sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

January 12, 1921

Hon. E. C. Brooks
Superintendent of Public Instruction
Raleigh, North Carolina

My dear Dr. Brooks:

Your letter of the 10th, announcing the date of the Greensboro meeting, was received yesterday.

Dr. Bachman has been at home, ill, since the 31st of December. He has been hoping day by day that he would be able to start South, but this morning Mrs. Bachman telephones me that he has had a slight setback; hence, the telegram asking for a postponement of the Greensboro meeting. We will write you again as soon as it is possible to prophesy when Dr. Bachman will be up.

Sincerely yours,

Secretary to Dr. Bachman

ARC 245

BOARD OF EDUCATION:
A. G. COX, CHAIRMAN
L. C. ARTHUR
M. O. BLOUNT

OFFICE OF
SUPERINTENDENT OF SCHOOLS, PITT COUNTY
S. B. UNDERWOOD, SUPERINTENDENT
GREENVILLE, N. CAROLINA

Jan. 7, 1921-ut

Miss Annie C. Thornblum,

General Education Board,

#61 Broadway, New York.

Dear Miss Thornblum:

Please let me thank you for your letter of January 6, enclosing tables showing Pitt County's scores for the tests made here. These tables will be helpful to us, and I appreciate your kindness in sending them to us.

Cordially yours,

S B Underwood

HAMMERMILL BOND

January 6, 1921

Mr. S. B. Underwood
Superintendent of Schools, Pitt County
Greenville, North Carolina

My dear Mr. Underwood:

Your letter of the 30th December to Dr. Bachman has been received in his absence.

I take pleasure in sending you tables showing the Pitt County scores for tests in reading (both high school and elementary school), algebra, history, spelling, addition, and multiplication -- corresponding to the tables in the report. I regret that I am unable to give you the scores for the individual schools. The tabulation of these was done by Dr. Haggerty and his staff at Minneapolis, and we have here only the summaries by counties. I trust, however, that the county scores will be of some service to you.

Very truly yours,

A. C. THORNBLUM

Secretary to Dr. Bachman

NC 245
STATE BOARD OF EDUCATION
RECEIVED
JAN 17 1921
ANSWERED

Superintendent of Public Instruction
State of North Carolina
Raleigh

January 15, 1921.

Acknowledged
Jan. 19, 1921

Dr. Frank P. Bachman,
61 Broadway,
New York, N.Y.

My dear Bachman:-

I am very sorry to learn that you are sick. The day I received your telegram I went to bed also. I am able to be up today.

I called off the meeting of the Greensboro conference after receiving your wire. I do not know now when this meeting will be called. In fact, I am not sure that we will have one.

The condition of this General Assembly is such that I am practically convinced that the best thing to do is to take certain chapters from the code that can be adopted now without any antagonism and wait two years for the remainder. The big thing is to raise the finances. The depression in business is so great that there is an attempt now to cut the salary schedule that was adopted last year and I am decidely of the opinion that we had better not complicate the matter by asking them to consider the whole code. It will require two years to get the necessary constitutional amendments. Therefore, unless you hear from me again, I shall not call the meeting of the county superintendents to consider it.

I sincerely hope that you will be recovered to health within a few days and that the present trouble is only temporary. You are too valuable a man to be incapacitated, and I sincerely hope you will let me know when you are recovered because I am personally interested in you.

With kindest regards to Mrs. Bachman, I am

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

January 22, 1921

Hon. E. C. Brooks
Superintendent of Public Instruction
Raleigh, North Carolina

Dear Brooks:

I think I am now on the highroad to recovery, and shall doubtless be in good shape again by the end of next week. I hope you, yourself, are fully recovered.

Enclosed you will find copy of a letter which I am sending to Wright. I hope you will agree with me that we should get together and decide on a program.

Hoping to see you soon, and with kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC 245

January 22, 1921

Mr. Robert H. Wright
East Carolina Teachers Training School
Greenville, North Carolina

Dear Wright:

I have been ill since December 30th, but think I am now on the road to recovery, this being the second day out of bed and no fever has yet appeared. I shall doubtless be in fighting trim by the end of next week.

Enclosed you will find copy of a letter from Superintendent Brooks, dated the 15th, which Miss Thornblum sent me yesterday. I have thought the whole matter over, and it seems to me important that you call a meeting of the Commission at Brooks' office Monday, January 31st, to review the situation with Brooks. It would also seem advisable to have the legislative committee of the Teachers Assembly meet with the Commission and Brooks, so that there may be a common understanding of what is to be done. Please let me know at your earliest convenience what you decide to do.

With best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

NC245

Superintendent of Public Instruction
State of North Carolina
Raleigh

January 24, 1921.

Dr. Frank P. Bachman,
61 Broadway,
New York, N. Y.

My dear Bachman:-

I have just received your letter and I am delighted to learn that you are on the road to recovery.

I have read your letter to Wright, a copy of which you sent me.

I called the Educational Commission, the Executive Committee of the Teachers' Assembly and the Legislative Committee of the Teachers' Assembly, to meet in my office Friday night, January 21st, to do just what you suggested in your letter. It was then decided that it was best, under the circumstances, not to try to push the Code through this General Assembly, but to take such parts of it as may be put through without difficulty and give the school people more time in which to study the Code in detail.

The great trouble in the way is the lack of understanding on the part of the school men of the details of the Code. Many of them are at sea and some of them are attacking us openly and accusing us of having some foreign agency to come into the State and tell the General Assembly what to do.

Another difficulty in the way is the School Revenue Bill. This General Assembly will, perhaps, lower the valuation on property and make it impossible for us to determine in advance what rate of taxes to levy for a three months term to be provided by the State. Under the circumstances, it may be necessary for us to change the method of financing the schools to meet these conditions.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2....Dr. Frank P. Bachman.

The Revenue Bill should come first and the whole Code must tie up with it.

The confusion in the minds of the school people since they have read the Code is astonishing. They have already shot letters to the members of the General Assembly to hold the Code up. The members of the General Assembly are strongly advising me not to try to put the whole Code through this year and they will stand with me for such parts of it as we may think best to put into operation at once.

If the proposed regision had been prepared six months ago it would be a different matter, but it came from the press just at the opening of the General Assembly and I am certain it is the wise policy to take two years in which to put it through rather than to try to push it through now with the confusion in the minds of the school people and with the uncertainty as to how the revenue will be raised.

I am sending a copy of this letter to Wright.

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

For Dr Flexner
F.R.B.
NC 245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

February 3,1921.

Dr. Frank P. Bachman,
29 Melrose Place,
Montclair,N.J.

My dear Bachman:

I am just back from Raleigh this morning and find your letter February 1. I am certainly glad to learn that you are so much better, and I hope you will soon be in fighting trim again.

I spent a day and a half in Raleigh and we have put our report into the hands of the Governor with request that it be transmitted to the General Assembly. I presume it will go in to-day or to-morrow. We had a talk with the chairmen of the committees and they seem pretty confident that the whole code can be enacted at this time. Brooks has not had time to check this code up to see what is old law and what is new. He does not have it at his tongue's end so he can push it, and he is almost swamped with other matters, especially the revenue question. The chairmen of the committees are not going to push the bill until we have time to get together the data Brooks needs, and perhaps hold a conference with the County and City Superintendents. In fact, we are not willing to push the law until we hold this conference,because we have promised these people to confer with them. But we are required by law to make the report and we could not wait longer because of the developments in the General Assembly in the way of bills for special school legislation. I feel very hopeful indeed of the passage of the law. The constitutional amendments will be put in and we are going to add one more. I am sending you a copy of what it is. not rec'd

It is definitely agreed by the Commission and chairmen of the committees that this code will not be scrapped and more time will be given to study it, if it develops that this is not the Legislature or the time to put it through. We do not want our people to feel that we have taken snap judgment upon them nor that we are rushing through the General Assembly a measure as important and far reaching as this one. It is a noticeable fact that the longer we wait on it and the more people discuss its merits and demerits the stronger it becomes. In other words, I am perfectly sure that when the people understand it perfectly, we will have no trouble in enacting it into law. There may be a few minor amendments, but that is always expected. We have a progressive Governor and he is strongly favoring progressive legislation.

The Legislature made Brooks's salary $5,000.00. He has just bought a home and hopes to move into it this week. It is on Blount Street. I told him that he made a mistake,that he should have purchased a home on Sharp Street.

I do want to see you in Atlantic City, but it is possible now that I will not go to Atlantic City on account of this code. I am going to Raleigh Sunday and will be there two,three, or four days working on this bill, and writing on the margin of a copy of it notes showing what is now law, what is the constitution, and what is the new law.

2- F.P.Bachman.

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

Keep me posted as to where you are, so I can communicate with you on short notice.

Yours cordially,

Robert H. Wright

President.

RHW/H.

NC 245

Superintendent of Public Instruction
State of North Carolina
Raleigh

GENERAL EDUCATION
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7
1921
ANSWERED

February 4, 1921.

Copy sent to HBB at Frankfort

Dr. Frank P. Bachman,
61 Broadway,
New York, N. Y.

My dear Bachman:-

I was very glad to receive your letter and to learn that you are improving, but regret that you are not yet able to be at your tasks again.

The situation is more hopeful now. I think we will settle the Public School Revenue Bill next week and everything seems to be favorable for educational legislation.

When I notified the superintendents that we would in all probability not undertake to push the entire code through, the vicious criticisms stopped. Now the superintendents are writing me that they hope we can put it through. That letter had the effect. I put a clause in that stating that if the Revenue Bill was disposed of in time, we might return to it.

The chief difficulty in the way is my not having sufficient time to check up the code and designate what the law is now and what will be amended to the law. This has been all along the one great obstacle in the way. The Commission is very anxious now to help me work that out. Therefore, I agreed that if they would take that part of the work off of my hands and would check it up in detail so that we would be able to meet any criticisms, I would get behind it next week and push it for all that I am worth. Bob Wright has been selected to do the work. Now I don't know whether he has ever done a real good week's work or not, but I am serving notice on all good people that he has got one week's work ahead of him.

The chairmen of the committees in the House and Senate are very anxious now to move ahead. Our tactics have been played well, I think.

Sometime next week I expect to call the county and city superintendents together but under the circumstances I think it would not be advisable for you to be present.

Superintendent of Public Instruction
State of North Carolina
Raleigh

#2.....Dr. Frank P. Bachman.

The General Assembly is composed of young men in the main and they have been taking a whack at everything. They have passed through their Freshman and Sophomore stages and I think will now enact some progressive legislation. I am exceedingly hopeful and if nothing happens I shall strike the boards next week with practically all my programs ready, except the code. When I get the reaction to my programs I shall then drive hard on the code and I think it is very probable that we will put it through. If we do I may not go to Atlantic City but we will get together sometime and have an old time celebration--the kind that our fathers spoke of, and then I will tell you face to face how much I think of you.

Please give my kind regards to Mrs. Bachman and with the hope that you will soon be fully restored, I am, with the highest appreciation of your services

Very sincerely yours,

State Superintendent Public Instruction.

February 8, 1921

Hon. E. C. Brooks
Superintendent of Public Instruction
Raleigh, North Carolina

My dear Dr. Brooks:

In the absence of Dr. Bachman I acknowledge the receipt of your letter of the 4th. Dr. Bachman left for Kentucky on Saturday. He will be greatly interested in your letter, and I am forwarding a copy to him at Frankfort, where I think he will be around the end of this week.

Very truly yours,

Secretary to Dr. Bachman

Cr C245

February 1, 1921

Hon. E. C. Brooks
Superintendent of Public Instruction
Raleigh, North Carolina

Dear Brooks:

I am still under the weather and have thus far been unable to go to the office. Miss Thornblum is out at the house taking some dictation.

I read with great interest your letter of January 24th. Your decision with regard to what is to be done with the code at the present general assembly is doubtless wise. I am sure that you are doing the best that can be done under the circumstances, and I have too much faith in the Old North State not to think that much good will come from the work of the Commission, though this may not come at the time or in the exact form originally expected.

The school revenue bills are certainly of first importance, but I believe the general assembly will do better by the schools than seemed probable at the time of your writing. The saner minds generally prevail sooner or later, and I hope this will prove true in this instance.

We all here have the deepest personal interest in you and in the educational progress of the state. If at any time any of us can be of service, please command us.

With warm personal regards and best wishes.

Very sincerely yours,

FRANK P. BACHMAN

FPB:T

NC245

February 5, 1921

Memorandum for Mr. Flexner re North Carolina:

Mrs. Bailey and Miss Thornblum will supply you with the various letters we have received with regard to North Carolina during your absence. I feel that this explanation will make the situation somewhat clearer to you.

When Brooks came into office in January, 1919, the so-called state tax for public schools was only a nominal state tax, for all but 5 per cent. of this state tax remained in the county in which it was collected. The 5 per cent. that was returned to the state treasurer was used as an equalization fund to help the poorer counties.

Brooks changed all this, by not only increasing the rate of the state tax, but having it all returned to the state treasurer and then apportioned to all the counties alike -- thus doing much to equalize educational opportunities for six months throughout the state. This step, as you can readily see, was quite revolutionary.

At this same legislature, Brooks also succeeded, as stated above, in having the state levy increased to the extent of approximately a half million dollars. Again, at the special session of the legislature in 1920 -- and you will remember we made an appropriation of $1500 to enable Brooks to have the desired data at hand -- he succeeded in increasing the state rate to the amount of another half million dollars, making an increase within a year of about 25 per cent. in the state support of the public schools.

During this same period the property of the state has been revalued; instead of being approximately one billion dollars, it has been increased to approximately four billion dollars.

With the enormous slump in the price of cotton and tobacco, the farmers of North Carolina are very much discouraged, and their fear of high taxes has been greatly enhanced. Accordingly, the new legislature is talking of reverting to the old assessment and of reducing the state tax

for public schools.

As I have already written Brooks I agree with him that the most important thing at this time is to secure adequate funds from the state for the public schools, and that this issue ought not to be unduly complicated with other large issues. Brooks will probably see his way clear to putting through this winter the new provisions for the control of the minor normal schools and the new certification scheme. Probably the other provisions of the revised laws will have to wait. In the meantime, however, the needed constitutional amendments can go forward, and probably the way will be clear in 1923 for the adoption of the entire code.

While the outlook for the acceptance of the Commission's work seems discouraging at this time, I am inclined to feel that it is better than at first thought might appear. At all events, I am confident that the schoolmen of North Carolina are attempting at this session all that in their judgment can be accomplished.

It is proposed to continue the Commission, so that they may carry forward their work and present a final report to the General Assembly in 1923.

F. P. B.

1C245

GREENSBORO PUBLIC SCHOOLS
GREENSBORO, N. C.

FREDERICK ARCHER
SUPERINTENDENT

February
22nd
1 9 2 1.

Copy sent to F.P. B. at
Louisville, Ky., 2/28/21

Dr. Frank P. Bachman,
General Education Board,
61 Broadway,
New York City, N. Y.

Dear Dr. Bachman:

You will be interested to know that carrying out a plan largely suggested by you the Board of Education of Greensboro employed the services of Dr. George D. Strayer and Dr. N. L. Engelhardt to make a survey of the physical properties of the City Schools of Greensboro. As soon thereafter as possible we voted on a bond issue of one million dollars. This bond issue was carried by an overwhelming majority. I should like to state that this bond issue of one million dollars was all that could be secured under the legislative five per cent clause. The Board is at present planning to take up the problem of architect, plans, buildings, etc., and is requesting that I go to visit the schools of Mont Clair, New Jersey.

I recall that you mentioned these schools as being quite modern in every respect. If you can conveniently do so, I should be very glad indeed to have you introduce me to Superintendent Bliss. I am writing to him today asking if it will be entirely convenient for me to spend March fourth and fifth in Mont Clair.

Trusting that I may see you in Atlantic City, I am, with best wishes,

Cordially yours,

Frederick Archer

A/Y

PLEASE SUBMIT ALL BILLS IN TRIPLICATE

February 25, 1921

Mr. Frederick Archer
Greensboro Public Schools
Greensboro, North Carolina

My dear Mr. Archer:

Your letter of the 22d has been received in Dr. Bachman's absence. He is at present traveling through the rural sections of Kentucky, and I have been unable to reach him. However, I think it very probable that you will see him at Atlantic City.

Very truly yours,

A. C. THORNBLUM

Secretary to Dr. Bachman

A C 245 45

March 7, 1921

Dr. M. E. Haggerty
University of Minnesota
Minneapolis, Minnesota

My dear Dr. Haggerty:

I am taking the liberty of referring to you a letter received from Mr. George Howard, Jr., in Dr. Bachman's absence. You will note his interest in the high school reading scores and the question he raises about them. I am sure he will appreciate any trouble you may take to answer his question.

Sincerely yours,

A. C. THORNBLUM

Secretary to Dr. Bachman

NC 245

THE NORTH CAROLINA COLLEGE FOR WOMEN

Greensboro, N. C.

Mar. 3, 1921

Dr. Frank P. Bachman

My dear Dr. Bachman:

I have not had an opportunity since the Assembly to see you and congratulate you personally on the splendid report on the North Carolina schools. It would be hard to estimate the good that this report is going to do the state.

I have gotten back into definite school work and am here at the College for the spring term and summer session. I am going to follow your suggestion in regard to further training and have all arrangements made to spend next winter at Columbia University. I certainly hope to see you while in the city.

My class here has been studying the report of the North Carolina Schools. There was one question that came up in regard to this report that I wanted to ask you about: the high school scores in reading as compared with the high school scores of Kansas City, Boulder, and St. Paul on page 68 of the report. We noticed there that the North Carolina schools while they were behind in the first year high school, passed St. Paul in the fourth year. We thought of one or two reasons for this and wanted to write and ask you if you would not tell us why you thought this happened.

With the very kindest regards to you, I am

Yours very truly,

(signed) George Haward, Jr.

March 5, 1921

Mr. George Haward, Jr.
North Carolina College for Women
Greensboro, North Carolina

My dear Mr. Haward:

Your letter of the 3d instant has been received in Dr. Bachman's absence. It will be brought to his attention on his return to the office from Kentucky. You may be sure he will be pleased to learn of your interest in the North Carolina report.

In the meantime I am referring your question with regard to the high school reading scores to Dr. M. E. Haggerty, of the University of Minnesota, Minneapolis. Dr. Haggerty had charge of the tests and is better able to discuss the point you raise than anyone else.

Very truly yours,

A. C. THORNBLUM

Secretary to Dr. Bachman

March 10, 1921

Mr. George Howard, Jr.
The North Carolina College for Women
Greensboro, North Carolina

My dear Mr. Howard:

I am asked to reply to the third paragraph in your letter of March 3rd addressed to Dr. Bachman. I am unable to give you an offhand answer to your inquiry, except [redacted] the St. Paul group in the upper year was a small number and probably not representative of St. Paul conditions. The other explanation is that in the upper grades in the North Carolina high schools, you have a much more selected group than you have in the lower grades. You will note that you have only a little more than one-third as many courses in the fourth year of the large cities as you have in the first year. It is altogether probable that this selection gives you the more able group in the upper grades.

Very truly yours,

AC245

Superintendent of Public Instruction
State of North Carolina
Raleigh

GENERAL EDUCATION
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1921
ANSWERED

March 15, 1921.

Dr. Abraham Flexner,
61 Broadway,
New York, N. Y.

My dear Dr. Flexner:-

I am sending you, enclosed, copy of a bill which was enacted into law. You will see by examining section 12 and all sub-sequent sections the provisions for the reorganization of my department.

The appropriation to the Negro schools was increased from $35,000 to $105,000, this to include supervision and teacher training other than in county summer schools.

It also provided, as you will see in Section 17, for a Division of Negro Education. The State Board of Education today created this department and elected Mr. N. C. Newbold director. He will have supervision over all normal schools, teacher training schools, high schools, etc. for Negroes and will be given such assistants as may be necessary to carry out the work successfully. The General Assembly also placed the Negro normal schools under the State Board of Education and appropriated $400,000 for building. We did not place Mr. Newbold on the State pay roll and before any changes are made in our finances I wish to talk with you about some plans that I have.

We organized today the Department of Teacher Training in accordance with Section 15 and the Department of Certification in accordance with Section 16.

You will see also from Section 14 that we have authority now to employ a director of Physical Education and such assistants as may be necessary.

In addition to these things the General Assembly authorized a bond issue of $5,000,000 to be loaned for building schoolhouses.

Superintendent of Public Instruction
State of North Carolina
Raleigh

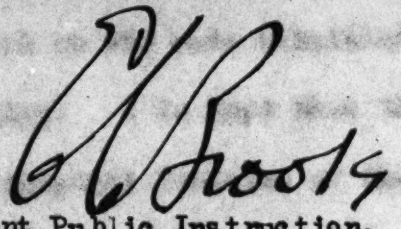
#2....Dr. Abraham Flexner.

The General Assembly gave us a great program and we expect to make good. The schools are in high favor and if we can keep them so I think we can get any amount of money that we can use wisely.

It is my desire to go to New York the week of the 28th of this month to have a conference with you and Dr. Buttrick about some plans that I have in mind. Please write me whether I can see you both during that week or the week following.

With kind personal regards, I am

Very sincerely yours,



State Superintendent Public Instruction.

March 19, 1921

Dr. E. C. Brooks
State Department of Education
Raleigh, North Carolina

discarded (merely an acknowledgement)

Dear Dr. Brooks:

I have your two letters of the 15th and 17th. Dr. Battrick and I will be very happy to see you when you come East. To avoid missing you let me say that we are going to be out of town from April 8 to April 15 or 16.

I read yours of the 15th with conflicting emotions, rejoicing at what you had got, but somewhat saddened by the realization that the law falls far short of your needs as embodied in the code submitted.

Yours of the 17th is encouraging. I do hope that the agitation may be kept up, so that the remaining essential features of the code may be embodied in the legislation of the state. Unless something like a fundamental reorganization is carried through, your office will be working under a handicap which will surely keep North Carolina from having anything like a real system of public schools. On the other hand, the immediate moment is undoubtedly inauspicious. Let us pray that other conditions may exist two years hence.

Very sincerely yours,

ABRAHAM FLEXNER

AF/EHB

A C 245

April 4, 1921

Mr. Robert H. Wright
East Carolina Teachers Training School
Greenville, North Carolina

Dear Wright:

I had been hoping that when I returned to New York I would find a good long letter from you, telling me what the legislature of North Carolina had done. We have had a small pamphlet from Brooks, telling us of the financial legislation, but no word as to what parts of the code were put through, or what was done with the proposed resolutions amending the constitution. Won't you be good enough to give me a sketch of what was done and what the plans are for the future?

I was very sorry indeed to miss you at Atlantic City, but my long absence from work during January, and the distance between Kentucky and Atlantic City, with the pressure for time, made it impossible for me to attend the convention.

I hope everything is going well with you, and that some day we may have an opportunity again to sit down and talk over things in general.

With kindest regards and best wishes,

Sincerely yours,

FRANK P. BACHMAN

FPB:T

RECEIVED APR 8 1921 ANSWERED

245

EAST CAROLINA TEACHERS TRAINING SCHOOL
GREENVILLE, NORTH CAROLINA

OFFICE OF
THE PRESIDENT

April 6,1921.

Dr. Frank P. Bachman,
61 Broadway, New York, N.Y.

My dear Bachman:

I have just received your letter April 4. I am sure by now you have seen Brooks and have had a long talk with him, as he was to go to New York this week.

I did not write to you simply because I did not know what to say. I am not thoroughly acquainted with all legislation enacted at the last Legislature,and I am not sure what we are going to do with our proposed code. We did not have a ghost of a chance to put the constitutional amendments through. We thought at one time this General Assembly would call for a constitutional convention and that we would get our changes made in that way,but we fell by the wayside in the House of Representativew after getting almost unanimous vote in the Senate. The Commission is continued and we are going to do whatever Brooks wishes. As I see it the success of the new code rests almost entirely with Brooks. So I am exceedingly glad you are in New York. I hope you will have a long talk with Brooks.

With kindest regards and best wishes, I am

Yours cordially,

Robert H. Wright

RHW/H.

President.

April 8, 1921

Mr. Robert H. Wright
East Carolina Teachers Training School
Greenville, North Carolina

Dear Mr. Wright:

In behalf of Dr. Bachman permit me to thank you for your letter of the 6th. Dr. Bachman is in Montclair for today and tomorrow, and will start for Kentucky without returning to the office. I am forwarding your letter to him. Dr. Brooks was here two days and Dr. Bachman had a good visit with him.

With best wishes,

Sincerely yours,

Secretary to Dr. Bachman

NC 245

May 24, 1921

Honorable E. C. Brooks
State Department of Education
Raleigh, North Carolina

Dear Dr. Brooks:

I am returning herewith a slight revision of your proposed introduction. Except for a few verbal changes the last paragraph constitutes the only real addition. Won't you please modify this to meet your own views and let me have it at your convenience? We shall then proceed to the publication.

Very sincerely yours,

ABRAHAM FLEXNER

AF:BBB

Superintendent of Public Instruction
State of North Carolina
Raleigh

GENERAL EDUCATION BOARD
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1921
ANSWERED

May 26, 1921.

Dr. Abraham Flexner,
61 Broadway,
New York, N.Y.

My dear Dr. Flexner:—

I have read the "SUMMARY OF NEW LEGISLATION", which has been rereferred to me. The changes made by you are satisfactory to me and you may proceed at once to publish it.

With kind personal regards. I am

Very sincerely yours,

E. C. Brooks

State Superintendent Public Instruction.

NC 24
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MAY 28 1921

SUMMARY OF NEW LEGISLATION

The General Assembly of 1917 created a State Educational Commission, consisting of five members, to make a thorough survey of educational conditions and needs in North Carolina. To assist it in carrying out its objects the Commission obtained the services of the General Education Board, and also enlisted the help of all the school officials of the state. The survey was completed in October, 1920, and a report of the Commission's findings and recommendations submitted to the General Assembly of 1921.

The educational legislation of the General Assembly of 1921 followed in the main the recommendations outlined in this report. It may be classified under the following heads: (1) State Administration; (2) City Administration; (3) County Administration; (4) Training of Teachers; (5) High Schools; and (6) Administration of the Public School Fund.

1. State Administration.

The following new departments were created, and fairly liberal appropriations for their maintenance were authorized.

1. A Division of Teacher Training, having one director and not more than four supervisors and such assistants as may be necessary, consistent with the appropriation, which is $25,000 annually.

2. A Division of Certification of Teachers, having one director and such clerks, stenographers and assistants as may be necessary, consistent with the appropriation, which is $25,000 annually.

3. A Division of Negro Education, having one director and such supervisors and assistants as may be necessary, consistent with

NC 27
RECEIVED
MAY 28 1921
ANSWERED

SUMMARY OF NEW LEGISLATION

The General Assembly of 1917 created a State Educational Commission consisting of five members, and authorized this Commission to employ such assistance as might be deemed necessary to make a thorough survey of educational conditions and needs in North Carolina. The Commission secured the assistance of the General Education Board, which worked with the Commission, its members and other school officials of the State in making the survey, as required by law. The report of the Commission was published in October, 1920, and submitted to the General Assembly of 1921.

The educational legislation of the General Assembly of 1921 followed in the main the recommendations as outlined in this report. It may be classified under the following heads: (1) State Administration; (2) City Administration; (3) County Administration; (4) Training of Teachers; (5) High Schools; and (6) Administration of the Public School Fund.

1. State Administration.

The following new departments were created, in accordance with the recommendations of the Commission, and fairly liberal appropriations for their maintenance were authorized.

1. A Division of Teacher Training, having one director and not more than four supervisors and such assistants as may be necessary, consistent with the appropriation, which is $35,000 annually.

2. A Division of Certification of Teachers, having one director and such clerks, stenographers, and assistants as may be necessary, consistent with the appropriation, which is $25,000 annually.

3. A Division of Negro Education, having one director and such supervisors and assistants as may be necessary, consistent with

the appropriation, which is $15,000. This division is given charge of all normal schools, training schools, high schools, elementary schools, and teacher training departments for Negroes.

4. A Division of Physical Education, having one director and such assistants as may be necessary, consistent with the appropriation, which is $15000. The State Board of Education is authorized to accept any Federal funds for the encouragement of physical education and to make all needful rules and regulations for promoting physical education.

5. A Division of Schoolhouse Planning, having one director and such assistants as may be necessary, consistent with the appropriation which is $10,000.

6. A Division of Publication, having one director and such assistants as may be necessary. The State Board of Education is authorized to appropriate from the State Public School Fund such amount as may be necessary for this department.

7. A Division of Statistics, having one director and such clerical assistance as may be necessary, consistent with the appropriation, which is $5,000.

II. City Administration.

The place of the city school in the State educational system has never been defined; accordingly, the General Assembly authorized the State Superintendent of Public Instruction to define a city school and the State Board of Education to amend city school charters in accordance with their needs. City schools hereafter will hold the same relationship to the State Department of Education as the county school unit holds. In other words, there may be two separate school units—the city school unit and the county school unit.

III. County Administration.

The General Assembly provided for the consolidation of schools in such a way as to make the county the unit of administration of all schools in the county, except the city schools, as defined by the State Superintendent of Public Instruction. The State Board of Education was authorized, under certain conditions, to charter, amend or annul charters of school districts within the county system. If the State Board charters a school district it becomes a city school unit. Otherwise the counties have the authority to consolidate in such a way as to bring all small, independent units under the county system. But the State Board of Education cannot charter a school district without the approval of the county board of education.

IV. ~~Teacher~~ Training of Teachers

While the survey was under way, the State certification plan was improved and a salary schedule was proposed, paralleling the certification plan. According to the proposed salary schedule, county and city will pay the highest salary to the teacher holding the highest certificate and the lowest salary to the teacher holding the lowest certificate. The special session of the General Assembly of 1920 accepted the proposed salary schedule, and at once a demand ~~for improved teacher training~~ arose on the part of teachers for further training, and over seven thousand ~~teachers~~ attended the summer schools ~~for the purpose~~ in order to raise the grade of the certificate held and command the corresponding higher salary. ~~in order that they might command higher salaries~~. Nothing has so stimulated the teaching profession as the Certification-Salary Plan.

In accordance with the recommendations of the State Educational Commission, the General Assembly provided for the enlargement of its

normal schools. The Cullowhee Normal School, the Appalachian Training School, the three Negro Normal Schools, and the Normal School for the Indians, were placed under the control of the State Board of Education; the sum of $500,000 was appropriated for buildings and equipment, and the maintenance fund was more than doubled.

Moreover, the summer school program, which was such a success in the summer of 1920, was enlarged. Two classes of summer schools have been provided--The State Summer School and the County Summer School. The State Summer Schools are conducted at the higher institutions of the State for a term of six or eight weeks. All teachers holding certificates of a certain class and grade are entitled to attend the State Summer Schools. County Summer Schools of from six to twelve weeks are provided for teachers holding lower grades of certificates, and teachers ~~will~~ receive no credit for attendance unless they attend the summer school which is provided for them in accordance with the kind of certificates held. Heretofore the State has paid one-half the cost of the county summer schools, but, according to the provision of the General Assembly, it can pay in the future as much as three-fourths of the cost when necessary.

V. High Schools.

The General Assembly provided for the consolidation of schools in such a way as to promote the development of high schools. The State Department of Education ~~is~~ was authorized to standardize high schools, and the standards recommended by the Educational Commission ~~has~~ have been adopted. The General Assembly appropriated $224,000 to be spent in supplementing high school funds after the county and the district have reached a certain limit. This is for the purpose of equalizing the burden of support and of increasing the number of standard high schools in the rural districts.

VI. Administration of the Public School Fund

One of the greatest changes ~~made~~ in the manner of administering and safeguarding the public school funds. This is in accordance with the recommendations of the State Educational Commission and in brief is as follows:

On or before the first day of August of each year the county board of education of each county shall cause to be audited the books of the treasurer of the county school fund and the account of the county board of education, and shall provide for the cost of the same, where a county auditor is not provided by special statute, out of the incidental fund. The auditor's report shall show:

(1) The total amount belonging to the county for the six-months school term, as shown by the tax books; what part has been collected and deposited with the treasurer for the current year; and what balance for the previous year has been collected or still remains uncollected by the tax collector.

(2) The number of schools in the county, other than city schools, supported in part by special local taxes; ~~and~~ the number supported entirely from the funds appropriated ~~thereby~~ from the State and county six-months school fund; and ~~he shall show~~ the total amount of special local taxes raised for schools and belonging to the credit of each special local tax district, and how this fund has been disbursed.

(3) The salary, traveling expenses, clerical assistance, and other office expenses of the county superintendent and the county board of education.

(4) The total salaries paid teachers, supervisors, principals and all other employees employed in the county system, what part was paid out of

the state and county six-months school funds, and what part was paid out ot the special local tax funds.

(5) The amount of the incidental and building fund received, the source of the fund, and how it was disbursed.

The auditor shall compare the expenditures with the approved budget and report whether all salaries and other expenses have been paid in accordance with law, and by what amount the school fund received or to be received exceeds or falls short of the estimated amount needed, as set forth in the May budget.

The auditor's report shall be published in some newspaper circulating in the county, or in bulletin form, and one copy each shall be sent to the State Superintendent of Public Instruction, the chairman of the county board of commissioners, and the chairman of the county board of education.

In like manner and in similar detail, unless otherwise provided in special act, the board of education of each city school district shall cause to be audited the accounts of the treasurer and board of education of the ~~city~~ respective school district.

If the county board of education or city board of education shall fail to have all accounts audited as provided herein, the State Superintendent of Public Instruction shall notify the State Tax Commission, and said State Tax Commission shall send an auditor to said county or city and have the accounts audited in accordance with the provisions of this section, and all expenses for the same shall be paid by the county board of education or the city board of education, as the case may be. If the county superintendent of schools shall fail to keep the records of the county board of education ~~so~~ in such manner that they may be audited in accordance with the provisions of this act, the State Board of Education may revoke his certificate. Moreover, if the Treasurer fails to keep all school funds, ~~in accordance with law~~, the board of education may sue in the manner prescribed by law

on his bond and recover at any time such amount as may be due the schools on the Sheriff's receipt.

Continuation of Educational Commission. The State Educational Commission was continued by the General Assembly of 1921. The Commission will coöperate with the State Department of Education in working out further basic changes essential to the proper development of the school system of the State; the Commission intends also, to present to the legislature a complete systematization and codification of the public school laws.

nc245

July 27, 1921

Dr. E. C. Brooks
Superintendent of Public Instruction
Raleigh, North Carolina

Dear Brooks:

Mr. John W. Carr, whom you probably know, now Director of Physical Education in Kentucky, tells me that there is a big boost for North Carolina by Winship, under the heading "Notable State Leadership." I haven't seen this boost, but it has aroused Carr's interest in coming to North Carolina. I have just written him that I thought he would not only enjoy, but profit, by a visit with you. He is anxious to come provided he can find some pretext. Can't you get him on the program of some organization to speak on physical education -- or somethin'?

Sincerely yours,

FRANK P. BACHMAN

FPB:T

CLASSIFICATION OF ADMINISTRATIVE OFFICERS

N.C.

RECEIVED SEP 6 1945 GENERAL EDITION

Class A (Maximum Salary $3500)

Superintendent who devotes his time exclusively to supervision of teachers and to the administration of schools.

Class B (Maximum Salary $2400)

Superintendent of small town or special chartered schools who teaches not more than one-half of his time.

Principal of standard accredited high schools of three or more teachers in the high school department including the principal who is the supervisor and the administrator of the entire school unit.

Principal of city high school having as many as ten teachers and devoting entire time to administration and supervision.

Class C (Maximum Salary $2000)

Principal of city high school with from six to ten teachers, principal teaching not more than one-half of his time.

Principal of one elementary graded school unit of fifteen or more teachers.

Class D (Maximum Salary $1800)

Principal of non-standard rural high school with at least six teachers, having prospects of becoming a standard high school, the principal being the supervisor and administrator of the entire school unit as well as teacher in the school.

Principals of one elementary graded school unit of from ten to fifteen teachers.

Class E

Principals of all other schools having three or more teachers. Maximum salary ten percent more than as teacher in the grades.

present 6 semester hours of professional credit. Certificates meeting these requirements will be valid for three years.

h.c. N 27 5

RECEIVED • SEP 6 1921 • GENERAL EDUCATION

A GRADUATED SALARY SCALE FOR WHITE TEACHERS.

1920-21

Monthly Salary Based on Length of Service

Holders of High School, Grammar Grade, Primary Certificates

	4 yrs	3 yrs	2 yrs	1 yr	0
Class A Graduates of A College with required professional training. . . .	133.33	120	110	105	100
Class B Graduates of two year Normal School and three years standard college credit with professional requirements.	110	105	100	95	90
Class C Two year standard college credits, or by State Examination with required professional training. . . .105		100	95	90	85

Holders of Elementary Certificates:

Class A One year Standard College credit and required professional training.	95	90	85	80	75
Class B All other holders of elementary certificates with required professional training. 85		80	75	70	65

Below Elementary

The same as now - $60, $55, $50, $45.

present 6 semester hours of professional credit. Certificates meeting these requirements will be valid for three years.

A GRADUATED SALARY SCALE FOR WHITE TEACHERS.

1920-21

Monthly Salary Based on Length of Service

	4 yrs	3 yrs	2 yrs	1 yr	0
Holders of High School, Grammar Grade, Primary Certificates					
Class A Graduates of A College with required professional training. . . .	133.33	120	110	105	100
Class B Graduates of two year Normal School and three years standard college credit with professional requirements.	110	105	100	95	90
Class C Two year standard college credits, or by State Examination with required professional training. . . .105		100	95	90	85
Holders of Elementary Certificates:					
Class A One year Standard College credit and required professional training.	95	90	85	80	75
Class B All other holders of elementary certificates with required professional training. 85		80	75	70	65
Below Elementary					

The same as now - $60, $55, $50, $45.

present 6 semester hours of professional credit. Certificates meeting these requirements will be valid for three years.

N.C.

RECEIVED • SCHOOL LIBRARY • SEP 6 1934 • GENERAL EDUCATION

CLASSIFICATION OF SCHOOLS

Class 1. A city school system of thirty or more teachers including both white and colored teachers. In all such schools the State may apportion money for the salaries of one superintendent of Class A and for salaries of high school principal of either Class B or C and elementary school principals in accordance with the number of teachers under each principal, as follows:

1. One admistrative unit of 15 or more teachers;

   One principal of Class C.

2. One administrative unit of 10 or more teachers;

   One principal of Class D.

3. One administrative unit of 5 to 10 teachers;

   One principal of Class E.

An administrative school unit shall embrace at least one building. In all cases where an elementary and a high school department are maintained in the same building this shall be considered only one unit, and only one principal in addition to the superintendent will be allowed.

Whenever two or more buildings containing altogether less than 15 elementary teachers are located on the same school lot this shall be considered only one unit and only one principal will be allowed.

Class II. A school system of from twenty to thirty teachers. In all such schools the State may apportion money for the salaries of one superintendent of Class A, one high school principal of Class D, and for such elementary principals as fall within provisions above.

present 6 semester hours of professional credit. Certificates meeting these requirements will be valid for three years.

Class III. Town or rural schools having as many as fifteen teachers. One superintendent of ClassB and one principal of Class E, may be allowed.

Class 1V. Standard accredited rural high schools having six or more teachers in the entire school unit—One high school principal of Class B, may be allowed.

Class V. Rural or small town schools of non-standard high school grade, having at least six teachers in one school unit and so organized as to become a standard high school —One principal of Class D, may be allowed.

Class VI. Rural schools having three or more teachers not classified above —One principal of Class E, may be allowed.

Note—Principals of all elementary schools specified in Class C and D must hold either the Grammar Grade, Primary, High School or higher certificate in order to participate in the salary schedule provided for those schools.

All high school principals must hold High School Principals' Certificate.

Principals holding Provisional High School Principals' Certificate will receive apportionment on basis of lowest salary in the class in which they fall.

present 6 semester hours of professional credit. Certificates meeting these requirements will be valid for three years.

The new regulations are being prepared but are not yet printed nor are they complete enough to give out.

THE NEW PROGRAM FOR THE CERTIFICATION OF TEACHERS.

N. C.

RECEIVED SEP 6 1921 GENERAL

The new rules and regulations given in detail governing the certification of teachers will be published and ready for distribution by September. But in order that you may give advice at once to teachers desiring information the following directions are for your information:

1. The rules and regulations now in force will be followed in certificating all new teachers or in renewing or raising the value of certificates to be issued as of July 1, 1921, provided teachers and supervisory officers are unable to meet the new requirements.

2. All applicants for new certificates or those desiring to renew or to raise the value of certificates, who have met the new requirements, will be granted the certificate under the new rules.

3. All High School, Grammar Grade, and Primary Certificates renewed this summer will be issued in accordance with classification for the school year 1920-21. That is, graduates of a standard A college will be issued certificates of class A; those having three years of standard college credit or who are graduates of a standard two year normal school will be issued the certificate of class B; and those having two years of standard college credit will be issued certificate of class C, provided the required professional credits are presented.

4. The Elementary Certificates issued under the old or the new rules will be classified as follows: Applicants having credit for one year of standard college or normal school work will be issued the certificate of class A; and those having credit for standard high school graduation or State examination will be issued the certificate of class B. Provided, applicants for these certificates present the required professional credits.

5. The chief difference between the certificates to be issued or renewed under the old rules and those under the new rules, is in the professional requirements as follows:

(a) All applicants under the old rules for either the High School, Grammar Grade, Primary or Elementary Certificates, are required to present certain professional credits specified under the old rules, which are the same for classes A, B, or C certificates. Certificates issued under the old rules as of July 1, 1921, will be valid for two years. But whenever the professional requirements of the new rules are met the certificate will be valid for five years, except for the elementary certificate which will be for three years.

(b) Applicants for the High School, Grammar Grade or Primary Teacher's Certificates, under the new rules, will be required to present the following professional credits: (1) 18 semester hours of professional credit for the certificate of class A; (2) 12 semester hours of professional credit for the certificate of class B; and (3) 6 semester hours of professional credit for the certificate of class C. The certificates meeting these requirements will be valid for five years.

(c) Applicants for the Elementary Certificate of classes A or B under either the new rules or the old rules, will be required to present 6 semester hours of professional credit. Certificates meeting these requirements will be valid for three years.

6. The new rules provide for only one standard certificate for superintendents, assistant superintendents, principals and supervisors. The requirements for each of these certificates are to this extent the same: Applicants must first present credits equal to those required for the High School, Grammar Grade, or Primary Certificates of Class A, but in addition the following professional requirements must be secured by applicants:

(a) For superintendents certificates, two approved summer schools, or the equivalent, specializing in administration and supervision and at least three years experience, within the past five years.

(b) For supervisors and elementary principals certificates, one approved summer school, or its equivalent, specializing in the field of supervision and at least three years experience as teacher within the past five years.

(c) For principals certificates, one approved summer school or its equivalent, specializing in the field of school administration and supervision and three years experience as teacher within the past five years.

These certificates will be valid for five years.

If an applicant for one of these certificates is unable to meet these requirements, a temporary certificate valid for one year may be issued. The requirements for this certificate will be given in detail in the published rules and regulations.

7. All supervisory officers, mentioned in section 6 above, who now hold Life Certificates and are serving as superintendent, principal or supervisor, will be issued the standard certificates. Others of this class now in service, may be issued the standard certificate on the basis of successful experience.

8. All teachers who hold the High School, Grammar Grade or Primary Teacher's Certificates of class A and who have had at least five years experience and can present proper renewal requirements, will be issued a Life Certificate, which will exempt the holder from any further professional work except that required by the superintendent.

9. The old rules expire with the year of 1921 and all applicants for certificates to be issued as of 1922 must meet the requirements as provided in the new rules.

Very truly yours,

Ed. Hartig

NC245

EDUCATION
RECEIVED
JAN
19 2
ANSWERED

College Station
Pullman, Washington
December 22, 1921

Dr. Frank P. Bachman
General Education Board
61 Broadway, New York City

Dear Sir:

Dean Haggerty of the University of Minnesota, has referred me to you as one who might be able to give me information regarding the recent survey of the Educational System of North Carolina.

I wish to know whether or not the present school Code of that State follows the recommendations of the Commission which made the survey. Would it be possible to obtain a copy of the report of this Commission?

This information is for the use of a group at the State College of Washington which is making a study of the educational reorganization of different states in view of working out a suitable code for the State of Washington.

This will be very helpful to us and very much appreciated.

Yours very truly,
Mabel H. Hinshaw

Please send her 2 copies of the N. C. rpt
File in General file

January 11, 1922

Miss Mabel Hinshaw
College Station
Pullman, Washington

My dear Miss Hinshaw:

Your letter of December 22d was received in the absence of Dr. Bachman.

The 1921 legislation in North Carolina followed in the main the recommendations of the State Educational Commission. We have in press now a second edition of the report of the Commission, which contains a digest by Mr. Brooks, State Superintendent, of the legislation resulting from the Commission's survey. As soon as a supply of this report is received here, it will give us pleasure to send you a copy. I very much regret that it is impossible to send you a copy immediately, but the first edition has been out of print for some little time, and, in any event, it does not contain Mr. Brooks' summary of the new legislation.

If we can be of further service to you, please write us again.

Very truly yours,

A. C. THORNBLUM

Secretary to Dr. Bachman

File with statutory interviews Jan 8/18
with S Joyner

N.C. 245

THE

PUBLIC SCHOOL LAW

OF

NORTH CAROLINA

Suppl.

BEING A PART OF

CHAPTER 89, REVISAL OF 1905, AS AMENDED BY THE GENERAL ASSEMBLY OF 1907, 1909, 1911, 1913, 1915, AND 1917

TOGETHER WITH

EXPLANATORY NOTES AND DECISIONS OF
THE STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

RALEIGH
ISSUED FROM OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
1917

THE

PUBLIC SCHOOL LAW

OF

NORTH CAROLINA

BEING A PART OF

CHAPTER 89, REVISAL OF 1905, AS AMENDED BY THE GENERAL ASSEMBLY OF 1907, 1909, 1911, 1913, 1915, AND 1917

ISSUED FROM THE OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, 1917

PREFATORY NOTE

This compilation of the Public School Laws of North Carolina is issued in this form, in accordance with section 4089 of The Revisal of 1905.

All amendments to the General School Law made by the several General Assemblies since the compilation of the law in The Revisal of 1905 have been incorporated in the respective sections, and the amendments made by the General Assembly of 1917 are printed in italics in the amended sections. This compilation includes also the special acts of State-wide application relating to public schools not included in the body of the public school law.

The notes, decisions and other matter, it is hoped, will be found convenient and useful.

A careful reading of the law by all school officers and teachers will prevent many mistakes and much burdensome correspondence and delay.

J. Y. JOYNER,
Superintendent of Public Instruction.

RALEIGH, May, 1917.

EDUCATION IN OUR CONSTITUTION

Article IX of the Constitution of North Carolina relates to education. It reads as follows:

SECTION 1. Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

SEC. 2. The General Assembly, at its first session under this Constitution, shall provide by taxation and otherwise for a general and uniform system of public schools, wherein tuition shall be free of charge to all the children of the State between the ages of six and twenty-one years. And the children of the white race and the children of the colored race shall be taught in separate public schools; but there shall be no discrimination in favor of or to the prejudice of either race.

SEC. 3. Each county of the State shall be divided into a convenient number of districts, in which one or more public schools shall be maintained at least four months in every year; and if the commissioners of any county shall fail to comply with the aforesaid requirements of this section they shall be liable to indictment.

SEC. 4. The proceeds of all lands that have been or hereafter may be granted by the United States to this State and not otherwise appropriated by this State or the United States, also all money, stocks, bonds and other property now belonging to any State fund for purposes of education, also the net proceeds of all sales of the swamp lands belonging to the State, and all other grants, gifts or devises that have been or hereafter may be made to the State and not otherwise appropriated by the State or by the terms of the grant, gift or devise, shall be paid into the State Treasury, and, together with so much of the ordinary revenue of the State as may be by law set apart for that purpose, shall be faithfully appropriated for establishing and maintaining in this State a system of free public schools, and for no other uses or purposes whatsoever.

SEC. 5. All moneys, stocks, bonds, and other property belonging to a county school fund, also the net proceeds from the sale of estrays, also the clear proceeds of all penalties and forfeitures and of all fines collected in the several counties for any breach of the penal or military laws of the State, and all moneys which shall be paid by persons as an equivalent for exemption from military duty shall belong to and remain in the several counties and shall be faithfully appropriated for establishing and maintaining free public schools in the several counties in this State: *Provided*, that the amount collected in each county shall be annually reported to the Superintendent of Public Instruction.

SEC. 6. The General Assembly shall have power to provide for the election of trustees of the University of North Carolina, in whom, when chosen, shall be vested all the privileges, rights, franchises and endowments thereof in any wise granted to or conferred upon the trustees of said University; and the General Assembly may make such provisions, laws and regulations from time to time as may be necessary and expedient for the maintenance and management of said University.

SEC. 7. The General Assembly shall provide that the benefits of the University, as far as practicable, be extended to the youth of the State free of expense for tuition; also that all the property which has heretofore accrued to the State or shall hereafter accrue from escheats, unclaimed dividends or distributive shares of the estates of deceased persons shall be appropriated to the use of the University.

SEC. 8. The Governor, Lieutenant-Governor, Secretary of State, Treasurer, Auditor, Superintendent of Public Instruction, and Attorney-General shall constitute a State Board of Education.

SEC. 9. The Governor shall be president and the Superintendent of Public Instruction shall be secretary of the Board of Education.

SEC. 10. The Board of Education shall succeed to all the powers and trusts of the president and directors of the literary fund of North Carolina, and shall have full power to legislate and make all needful rules and regulations in relation to free public schools and the educational fund of the State; but all acts, rules and regulations of said board may be altered, amended, or repealed by the General Assembly, and when so altered, amended or repealed they shall not be reënacted by the board.

SEC. 11. The first session of the Board of Education shall be held at the capital of the State within fifteen days after the organization of the State Government under this Constitution; the time of future meetings may be determined by the board.

SEC. 12. A majority of the board shall constitute a quorum for the transaction of business.

SEC. 13. The contingent expenses of the board shall be provided by the General Assembly.

SEC. 14. As soon as practicable after the adoption of this Constitution the General Assembly shall establish and maintain in connection with the University a department of agriculture, of mechanics, of mining and of normal instruction.

SEC. 15. The General Assembly is hereby empowered to enact that every child of sufficient mental and physical ability shall attend the public schools during the period between the ages of six and eighteen years for a term of not less than sixteen months, unless educated by other means.

SEC. 27. The people have the right to the privilege of education, and it is the duty of the State to guard and maintain that right.—*Bill of Rights, North Carolina Constitution.*

Article II, section 29:

The General Assembly shall not pass any local, private, or special act or resolution: "Erecting new townships, or changing township lines, or establishing or changing the lines of school districts."

EDUCATIONAL QUALIFICATION FOR SUFFRAGE.

Article VI, section 4, of the Constitution of North Carolina contains the following:

Every person presenting himself for registration shall be able to read and write any section of the Constitution in the English language; and before

he shall be entitled to vote he shall have paid, on or before the first day of May of the year in which he proposes to vote, his poll tax for the previous year, as prescribed by Article V, section 1, of the Constitution. But no male person who was on January 1, 1867, or at any time prior thereto, entitled to vote under the laws of any State in the United States wherein he then resided, and no lineal descendant of any such person, shall be denied the right to register and vote at any election in this State by reason of his failure to possess the educational qualifications herein prescribed: *Provided*, he shall have registered in accordance with the terms of this section prior to December 1, 1908.

NEW SCHOOL LEGISLATION, 1917

AN ACT TO ESTABLISH A STATE BOARD OF EXAMINERS AND INSTITUTE CONDUCTORS

[CHAPTER 146, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. There shall be and is hereby constituted a State Board of Examiners and Institute Conductors, which shall consist of six members—three men and three women—of recognized ability, character, professional training and successful experience in teaching or in supervising schools, to be designated as Institute Conductors, who shall be appointed by the Governor of the State, three for a term of two years, three for a term of four years, and their successors for a term of four years. All vacancies occurring in the membership of said board by death or resignation or otherwise shall be filled in the same manner for the unexpired term. The State Superintendent of Public Instruction shall be *ex officio* chairman of said board, and the State Supervisor of Teacher-Training and Superintendent of the State Normal Schools for the Colored Race and the Cherokee Indians shall be *ex officio* secretary. The salary of each institute conductor shall be fixed by the State Board of Education, upon the recommendation of the executive committee of the North Carolina Teachers' Assembly, at a sum not to exceed two thousand five hundred dollars per year exclusive of expenses. For immoral conduct, incompetency, failure to perform duty, or other and sufficient cause, the State Board of Education may remove from office any member of said Board of Examiners and Institute Conductors, after due notice in writing to said member of the charges, who shall be given at least five days to appear and answer and offer evidence, and who shall have the right of appeal from the action of the State Board of Education to the courts of the State.

SEC. 2. Said Board of Examiners and Institute Conductors shall have entire control of examining, accrediting without examination, and certificating all applicants for the position of teacher, principal, supervisor, superintend ent, and assistant superintendent in all public elementary and secondary schools of North Carolina, urban and rural, and no person shall be employed or serve in said schools as teacher, principal, supervisor, superintendent or assistant superintendent, who shall not be certificated for such position by said board under the provisions of this act: *Provided, however*, that the examination and certification of all applicants for second and third grade certificates shall be under the control of the county superintendent of each county or of the town or city superintendent of each town or city system operated under special act or charter. Said board shall prescribe rules and regulations for examining, accrediting without examination, and certificating all such applicants for the renewal and extension of certificates and for the issuance of life certificates. No certificate issued by said board shall be valid until approved and signed by the county superintendent of the county or the city superintendent of the city in which the examination of the holder of said certificate was held, or in the schools of which the holder of said

certificate, if issued without examination, applies to teach. Any certificate when so approved by said county or city superintendent shall be of Statewide validity, and in case said county or city superintendent shall refuse to approve and sign any such certificate, he shall notify the secretary of the State Board of Examiners and Institute Conductors and state in writing the reasons for such refusal, and said State Board of Examiners and Institute Conductors shall have the right, upon appeal by the holder of said certificate, to review and investigate and finally determine the matter.

SEC. 3. All State high school certificates, five-year State elementary school certificates, and first-grade county certificates in force at the time of the ratification of this act shall continue in force until the date of their expiration as stated in each certificate, after which the present holders of such certificates shall be subject to such rules and regulations as the State Board of Examiners and Institute Conductors may adopt in regard to the issuance or renewal, with or without examination, of certificates of the same class. Said Board of Examiners and Institute Conductors shall issue to all city superintendents, to all county superintendents, and to all assistant superintendents in service at the time of the ratification of this act temporary superintendents' or assistant superintendents' certificates without examination, and prescribe rules and regulations for the renewal and extension of the same; and in cases of undoubted fitness, competency, and progressive efficiency, evidence of which shall be submitted in writing to said board, it shall issue to all such superintendents and assistant superintendents a permanent certificate without examination under such rules and regulations as said board may adopt. On or before July first, nineteen hundred and seventeen, the superintendent or other supervising officer of every city, town, or other specially chartered school that now has power and authority to elect teachers without a county or State certificate shall file with the State Board of Examiners and Institute Conductors a complete list of the names of all teachers, principals, and supervisors in service in the school or schools under his supervision during the school year ending June thirtieth, nineteen hundred and seventeen, together with a certified statement from them and from said superintendent or supervising officer of the qualifications, preparation, professional training, and teaching experience of each, and the recommendation of said superintendent or supervising officer as to the grade of certificate to which each is entitled. Whereupon the State Board of Examiners and Institute Conductors may authorize and cause to be issued to such teachers, principals, and supervisors, without examination, a permanent certificate of the grade recommended, subject, however, to the rules and regulations of said board for keeping permanent certificates in force.

SEC. 4. The State Board of Examiners and Institute Conductors shall prepare questions for the examinations authorized under this act, and the State Superintendent of Public Instruction shall cause lists of the questions so prepared to be printed, and shall, before the date of such examination, send in sealed packages, not to be opened until the day of the examination, to each superintendent or other person appointed to conduct said examinations in the various counties or cities of the State, a sufficient number of such lists. The second Tuesday in April, July, and October of each year is hereby designated for said examinations, which may be continued from day to day for three successive days, under such rules and regulations as said board may adopt; but no examination shall commence on any other day than the first

day of each period mentioned in this section, and no examination shall be held at any other time: *Provided, however*, that said board may in its discretion provide for special examinations to be conducted by such persons as it may appoint. Said examinations shall be conducted by the county superintendent of each county for all applicants in his county, and, in cities and towns of two thousand or more inhabitants said examinations for applicants for positions in the schools under their supervision may be conducted by the licensed superintendents of the schools in said cities and towns. All examination papers shall be promptly transmitted to the secretary of the State Board of Examiners and Institute Conductors. All examinations of applicants for superintendents' certificates shall be conducted by the State Board of Examiners and Institute Conductors under such rules and regulations as it may adopt therefor. Upon the recommendation of the superintendent concerned, said board may grant a temporary certificate or permit valid in the county or city designated, to any teacher who at the time of the last preceding examination was not in the State, or who at such time was prevented by illness from taking the examination, as evidenced by the certificate of a physician. Such temporary certificate or permit, however, shall be valid only from the date of issuance to the date on which the State Board of Examiners and Institute Conductors shall make their report upon applicants at the next meeting succeeding regular examination, and no such temporary certificate or permit shall be renewed.

SEC. 5. Said Board of Examiners and Institute Conductors may, with the approval of the State Board of Education when adjudged by it to be absolutely necessary, employ competent persons to assist in the reading and grading of examination papers, and shall fix the compensation of such persons not to exceed five dollars a day for the time employed, to be paid upon the requisition of the chairman of the board out of the funds provided under this act. Said board is authorized to employ a stenographer at such compensation as it may fix, and to have done as public printing by the State Printer all printing necessary for its work.

SEC. 6. After July the first, nineteen hundred and seventeen, it shall be unlawful for any board of trustees or school committee of any public school that receives any public school money from county or State to employ or keep in service any teacher, superintendent, principal, supervisor, or assistant superintendent that does not hold a certificate in compliance with the provisions of this act. Upon notification by the State Board of Examiners and Institute Conductors to the State Board of Education or to the county board of education that any school committee or board of trustees is employing or keeping in service a teacher, supervisor, principal, superintendent, or assistant superintendent in violation of the provisions of this act, said State Board of Education shall withhold from such county any and all appropriations from the State Treasury for such school, and said county board of education shall withhold from said school any and all appropriations from the county school fund until the law has been complied with. The county, town, or city superintendent or other official is hereby forbidden to approve any voucher for salary for any such person employed in violation of the provisions of this act, and the treasurer of the county, town, or city schools is hereby forbidden to pay out of the school fund the salary of any such person: *Provided*, that nothing herein shall prevent the employment of temporary substitute or emergency teachers under such rules as the State Board of Examiners and Institute Conductors may prescribe.

SEC. 7. In coöperation with the Supervisor of Teacher-Training and Superintendent of the State Normal Schools for the Colored Race and for the Cherokee Indians, said board shall plan, direct, and supervise the work of said schools, and shall have general direction and supervision of the work of all teachers' associations and reading circles and of such other work as may be deemed necessary for professional training and home study for teachers.

SEC. 8. Said Board of Examiners and Institute Conductors shall plan, direct, and the six members of the board designated herein as institute conductors shall conduct, biennially in each county in North Carolina a county teachers' institute for not less than two weeks for the public school teachers of said county, at such time and place therein as may be designated by said board, having due regard in fixing the time and place to the convenience of the teachers and the recommendations of the county board of education and county superintendent. All public school teachers of the State, rural and urban, including all public high school teachers, principals, supervisors, and superintendents, are hereby required to attend biennially some county institute continuously for two weeks or some summer school for teachers accredited by said board, continuously for one entire term of such summer schools, unless excused from attendance by said board for sickness evidenced by the certificate of a physician, or for other cause adjudged by the board to be providential. Failure to attend such institute or accredited summer school, unless so excused, shall debar any person so failing from teaching or supervising in any public school, high school, urban or rural, until such person shall have attended some county institute or summer school as herein required; and said board is authorized to cancel the certificate of any person failing to comply with the provisions of this section. Said board shall provide for separate county institutes for the teachers of each race, and is further authorized to provide for joint county institutes for two or more counties for the teachers of either race, and to provide for holding the county institute of any county in which an accredited summer school is conducted in conjunction with said summer school. Said board is hereby authorized to employ competent negro teachers to assist in conducting the county institutes for negro teachers and to fix their compensation, which shall be paid out of the funds provided in this act. That the schedule of institutes shall be arranged annually so as not to interrupt the regular session of the public schools, rural or urban, in any county, except with the consent of the county board of education, or the trustees of urban schools operated under special charters.

SEC. 9. There shall be the following classes of first-grade certificates: (1) Superintendents' and Assistant Superintendents'; (2) High School Principals'; (3) High School Teachers'; (4) Elementary School Teachers'; (5) Elementary Supervisors'; and (6) Special. Said State Board of Examiners and Institute Conductors may subdivide and shall define in detail the different classes of first-grade certificates, determine the time of their duration and validity, prescribe the standards of scholarship for same, and the rules and regulations for the examination for them and for their issuance, and their renewal or extension.

SEC. 10. Any person who purloins, steals, buys, receives, or sells, gives, or offers to buy, give, or sell any examination question or copies thereof or any examination questions or copies thereof of any examination provided and prepared by law before the date of the examination for which they shall have

been prepared, shall be guilty of a misdemeanor, and upon conviction thereof shall be fined or imprisoned, or both, in the discretion of the court.

SEC. 11. For the payment of the salaries and all other expenses authorized under this act, and for carrying out all of the provisions thereof, the State Board of Education is hereby authorized and directed to deduct and set aside annually on and after January first, nineteen hundred and eighteen, the sum of twelve thousand five hundred dollars ($12,500) out of the appropriation to the public schools provided under section one of chapter thirty-three of the Public Laws of one thousand nine hundred and thirteen, and the further sum of twelve thousand five hundred dollars ($12,500) annually out of the appropriation to the public schools known as the State Equalizing School Fund provided under section three of chapter thirty-three of the Public Laws of one thousand nine hundred and thirteen, making a total of twenty-five thousand dollars ($25,000) annually. These respective amounts shall be annually deducted from each of these appropriations before the annual apportionment of said appropriations is made under chapter thirty-three of the Public Laws of one thousand nine hundred and thirteen. Any unused balance thereof remaining in the hands of the State Treasurer on the first Monday of January of each year following its apportionment for these purposes shall be returned to the State Equalizing School Fund: *Provided, however*, that the State Board of Education is hereby authorized and directed to deduct from the State Equalizing School Fund to be apportioned by it under section four of chapter thirty-three of the Public Laws of one thousand nine hundred and thirteen for the school year ending June thirtieth, one thousand nine hundred and seventeen, the sum of fifteen thousand dollars, to be used in payment of the salaries and other expenses under this act from the ratification of this act until the first Monday in January, one thousand nine hundred and eighteen.

SEC. 12. Sections four thousand one hundred and sixty-two and four thousand one hundred and sixty-seven of chapter eighty-nine of the Revisal of one thousand nine hundred and five, as amended by the General Assemblies subsequent to one thousand nine hundred and five, and all other laws and parts of laws in conflict with the provisions of this act, are hereby repealed.

SEC. 13. This act shall be in force from and after its ratification.

Ratified this the 5th day of March, A. D. 1917.

AN ACT TO AMEND SECTIONS OF THE REVISAL OF 1905 AND CERTAIN CHAPTERS OF THE PUBLIC LAWS OF 1907, 1911, 1913, AND 1915, BEING PARTS OF THE PUBLIC SCHOOL LAW

[CHAPTER 285, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That section four thousand one hundred and twenty-nine of the Revisal of nineteen hundred and five be and the same is hereby amended as follows: (*a*) by inserting after the word "townships" and before the word "into," in line two of said section, these words: "or the entire county or any part of the county"; (*b*) by inserting after the word "practicable" and before the word "it," in line three of said section, these words: "and said

board is hereby authorized and empowered to redistrict the entire county or any part thereof and to consolidate school districts wherever and whenever in its judgment the redistricting or the consolidation of districts will better serve the educational interests of the township, or the county, or any part of the county."

SEC. 2. That section four thousand one hundred and forty-one of the Revisal of nineteen hundred and five be and the same is hereby amended by inserting after the word "jurisdiction" at the end of line fourteen, and before the word "unless" at the beginning of line fifteen of said section, the words: "He is hereby required to make at the end of each calendar month during the year a brief report to the county board of education, setting forth a statement of his work and activities and of the educational progress in the county for the month. This report shall be made upon blanks prepared and furnished by the State Department of Public Instruction, and a copy of each monthly report shall be sent to the State Superintendent of Public Instruction.

SEC. 3. That section four thousand one hundred and forty-five of the Revisal of nineteen hundred and five be and the same is hereby amended by inserting after the word "men" and before the word "of," in line five of said section, the words: "of good moral character and"; and that chapter one hundred and forty-nine, Public Laws of nineteen hundred and thirteen, be and the same is hereby amended by inserting after the word "intelligence" and before the word "and," in line sixteen on page two hundred and thirty-seven, Public Laws of nineteen hundred and thirteen, the words: "good moral character."

SEC. 4. That chapter eight hundred and twenty, Public Laws of nineteen hundred and seven, be and the same is hereby amended as follows: By inserting after the word "act" and before the word "the," in line four of section ten of said chapter, these words: "The State Board of Education is hereby authorized to reserve annually out of this appropriation an amount not to exceed five hundred dollars, to be paid out upon the requisition of the State Superintendent of Public Instruction in defraying a part of the necessary expense incurred in connection with the supervision and inspection of public high schools receiving aid under the provisions of this act."

SEC. 5. That chapter one hundred and thirty-five, Public Laws of nineteen hundred and eleven, be and the same is hereby amended by inserting after the word "districts" and before the word "in," in line four of subsection (j) of section one of said chapter, these words: "urban and rural and to consolidate such districts"; and further amend said subsection (j) by striking out at the end thereof the following words: "in which the same rate of special taxation for schools is levied," and inserting in lieu thereof the following words: "county boards of education of any two contiguous counties are hereby authorized to transfer children from a school district of one county to the adjacent school district in the other county for the convenience of the children transferred and to arrange by agreement for reasonable compensation out of the county school fund of the county from which such transfers are made to be placed to the credit of the school district in the other county in which the children transferred attend school."

SEC. 6. That chapter one hundred and forty-nine, Public Laws of nineteen hundred and thirteen, be and the same is hereby amended as follows: (*a*) at the end of subsection (m) of section one of the said chapter add these

words: "There shall be an average daily attendance of not less than twenty pupils for each additional teacher employed"; (*b*) strike out the word "ten" in line twenty of subsection (f) of section three of said chapter, and insert in lieu thereof the word "twenty."

SEC. 7. That chapter fifty-five, Public Laws of nineteen hundred and fifteen, be and the same is hereby amended by adding at the end of section four of said chapter the following words: "The funds derived from the sale of bonds for the benefit of any school district having a bonded treasurer shall be deposited with said treasurer to the credit of such district: *Provided, however*, that no treasurer handling the funds derived from the sale of bonds voted under the provisions of this act shall receive any commission therefor."

SEC. 8. That chapter two hundred and thirty-six, Public Laws of nineteen hundred and fifteen, be and the same is hereby amended by inserting after the word "necessary" and before the word "but," in line six of subsection (a) of section five, these words: "and such additional contingent fund as it may deem advisable for the encouragement and support of home demonstration and club work: *Provided*, the amount set aside under this provision shall in no case exceed one-half the amount spent for such purposes in the county."

SEC. 9. That chapter two hundred and forty-seven, Public Laws of nineteen hundred and fifteen, be and the same is hereby amended by striking out the word "seventeen" between the word "word" in line four and the word "and" in line five of section one of said chapter, and inserting in lieu thereof the word "twenty."

SEC. 10. That this act shall be in force from and after its ratification.

Ratified this the 7th day of March, A. D. 1917.

EXPLANATION OF THE SEVERAL SECTIONS OF THE FOREGOING ACT (THE EDUCATIONAL OMNIBUS BILL)

SECTION 1.—This section, amending section 4129 of the Revisal of 1905, enlarges the power of the county board of education regarding changes in the boundary lines of school districts so as to enable the county board to provide for situations that have heretofore been taken care of by special acts of the Legislature. This provision is now necessary, since, under recent amendment to the Constitution, the General Assembly is prohibited from passing "any local, private, or special act or resolution . . . establishing or changing the lines of school districts."

SECTION 2.—This section, amending section 4141 of the Revisal of 1905, requires the county superintendent of public instruction to make monthly reports of the school progress in his county, and of his work activities, to the county board of education and to furnish duplicate copies to the State Superintendent of Public Instruction.

SECTION 3.—This section, amending 4145 of the Revisal of 1905 and chapter 149, Public Laws of 1913, simply requires that school committeemen appointed by the county board of education shall be men of "good moral character."

SECTION 4.—This section, amending chapter 820, Public Laws of 1907, authorizes the State Board of Education to use $500 of the annual high school appropriation now made to the public high schools "in defraying a part of the

necessary expenses incurred in connection with the supervision and inspection of the public high schools receiving aid under this act."

SECTION 5.—This section, amending chapter 135, Public Laws of 1911, places in the hands of the county board of education certain necessary authority, as explained in section 2 above, regarding changes in boundary lines of school districts, and by striking out the words "in which the same rate of special taxation of schools is levied," gives the board authority to consolidate adjacent districts in which the special tax rate may not be the same. And it further authorizes "county boards of education of any two contiguous counties . . . to transfer children from a school district in one county to the adjacent school district in another county for the convenience of the school children transferred, and to arrange by agreement for reasonable compensation out of the county school fund of the county from which such transfers are made to be placed to the credit of the school district in the other county in which the children transferred attend school."

SECTION 6.—This section, amending chapter 149, Public Laws of 1913, by the provision embodied in subsection (a) requires that there shall be an average daily attendance of not less than twenty pupils for each additional teacher employed in schools having more than two teachers. This provision is intended to safeguard more effectively the distribution of the State and county school funds.

Subsection (b) of this section requires cities and towns receiving State aid for public high school instruction to make an average daily attendance of at least twenty pupils from outside the local district, instead of ten as now required.

SECTION 7.—This provision amends the State-wide act authorizing any county, township, or high school district to issue bonds for school purposes, this act being chapter 55, Public Laws of 1915, so as to provide that the funds derived from the sale of bonds voted and issued for the benefit of any school district having a bonded treasurer shall be deposited with the local treasurer to the credit of the school. And it further provides that the treasurers shall receive no commission for handling funds derived from the sale of bonds issued under this act.

SECTION 8.—This section amends chapter 236, Public Laws of 1913, so as to authorize the county board of education of any county to set aside a reasonable amount out of the county school fund to encourage home demonstration work and club work. (See section 4116, Public School Law.)

AN ACT TO APPOINT MEMBERS OF THE COUNTY BOARDS OF EDUCATION

[CHAPTER 291, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That the following named persons are hereby appointed members of the county board of education in and for their respective counties for a term of six years, except as otherwise provided herein, from the first Monday of July, one thousand nine hundred and seventeen, that is to say:

Alexander—Van W. Teague (six years).

Alleghany—M. A. Higgins (six years), F. M. Osborn (four years), and W. E. Cox (two years).

Anson—J. P. Ratliff (six years).

Ashe—Dr. J. C. Gambill (six years).

Avery—R. L. Wiseman (six years).

Beaufort—John B. Sparrow (six years), R. L. M. Bonner (four years), T. R. Hodges (two years).

Bladen—C. Monroe (six years), Dr. W. H. G. Lucas (four years), F. D. McLean (two years).

Brunswick—John L. Simmons (six years).

Cabarrus—W. F. Smith (six years).

Caldwell—W. L. Minish (six years).

Camden—John R. Sawyer (six years), J. Logan Sawyer (two years).

Carteret—Benjamin F. Royal (six years).

Caswell—L. A. Guyn (six years).

Catawba—Robert Brady (six years).

Chatham—W. B. Harding (six years).

Cherokee—Dr. H. N. Wells (six years), D. T. McNabb (four years).

Chowan—W. S. Privott (six years), W. D. Welch (four years), J. L. Savage (two years).

Clay—William H. Harrison (six years).

Columbus—E. W. Wells (six years), J. Lee Williamson (four years).

Craven—O. H. Wetherington (six years).

Cumberland—J. W. Hall (six years).

Dare—Thomas J. Fulcher (six years).

Davidson—G. T. Cochrane (six years).

Davie—A. W. Ellis (six years).

Duplin—L. Middleton (six years).

Durham—W. H. Wanamaker (six years).

Forsyth—W. N. Poindexter (six years).

Franklin—Edgar L. Green (six years), C. R. Sandling (six years).

Gaston—J. H. Rudisill (six years).

Graham—S. P. Harwood (six years), Troy Hyde (four years).

Granville—C. H. Cheatham (six years).

Greene—B. F. D. Albritton (six years), L. J. H. Mewborn (four years).

Harnett—O. Bradley (six years).

Haywood—T. L. Gwynn (six years).

Henderson—J. W. Morgan (six years), J. O. Bell (four years).

Hertford—E. B. Vaughan (six years).

Hoke—N. A. McDonald (six years).

Hyde—Z. T. Fortescue (six years).

Jackson—J. L. Broyles (six years), E. H. Stillwell (four years), R. R. Fisher (two years).

Johnston—W. G. Wilson (six years).

Jones—B. L. Brock (six years).

Lenoir—G. V. Cowper (six years).

Lincoln—Milton S. Rudisill (six years).

Macon—T. C. Bryson (six years).

Madison—W. R. Sams (six years).

Martin—J. D. Biggs (six years).

McDowell—*J. K. Cowan* (six years).
Mitchell—J. W. Gudger (six years).
Montgomery—Alfred R. Moore (six years).
Moore—J. R. McQueen (six years).
Nash—I. F. Finch (six years).
New Hanover—C. B. Newcomb (six years), T. E. Cooper (four years).
Northampton—J. B. Stephenson (six years).
Onslow—Clayton Mills (six years).
Orange—C. A. McDade (six years).
Pamlico—George W. Brinson (six years).
Pasquotank—W. G. Cox (six years).
Pender—H. M. Page (six years).
Perquimans—James H. Miller (six years).
Person—W. R. Wilkerson (six years).
Pitt—A. G. Cox (six years).
Polk—S. B. Weaver (six years).
Randolph—Dr. Charles H. Phillips (six years).
Richmond—Franklin H. Gates (six years).
Robeson—Thomas L. Johnson (six years).
Rockingham—W. R. Lynch (six years), Eugene Irvin (four years).
Rowan—J. M. McCorkle (six years), J. W. Peeler (four years).
Sampson—Willie A. Jackson (six years).
Scotland—Dr. W. G. Shaw (six years):
Stanly—J. A. Little (six years).
Stokes—
Surry—R. H. Chatham (six years).
Swain—G. I. Calhoun (six years), W. T. Allen (two years).
Transylvania—J. M. Southern (six years), Luther Wilson (four years).
Tyrrell—Paul Jones (six years), H. Seaton Swain (four years).
Vance—James E. Kimball (six years).
Wake—Dr. G. M. Bell (six years).
Warren—J. D. Newell (six years), John Skinner (four years).
Washington—William Wiley (six years).
Watauga—Newton Howell (six years).
Wayne—W. F. English (six years).
Wilkes—James S. Kilby (six years).
Wilson—E. J. Barnes (six years).
Yadkin—T. J. Phillips (six years).
Yancey—L. D. Gillespie (six years).

SEC. 2. That the Secretary of State shall within sixty days after the ratification of this act send a certified copy of the names of the county boards of education appointed by this act for the respective counties to the clerk of the Superior Court of each county in the State; thereupon said clerk shall immediately notify each member of his appointment, and direct said members to appear at the courthouse on the first Monday of July thereafter for the purpose of qualifying as directed by law.

SEC. 3. All appointments under this act shall expire on the first Monday of April as provided by House Bill one thousand one hundred and forty-seven, Senate Bill one thousand one hundred and thirty, enacted by the General Assembly of nineteen hundred and seventeen, and entitled "An act providing for the nomination and election of county boards of education."

SEC. 4. That all laws and clauses of laws in conflict with this act be and the same are hereby repealed.

SEC. 5. That this act shall be in force and effect from and after its ratification.

Ratified this the 7th day of March, A. D. 1917.

AN ACT TO CREATE A STATE EDUCATIONAL COMMISSION

[CHAPTER 197, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That there is hereby created a State Educational Commission of five members, to be appointed by the Governor for the term of office of two years. It shall be the duty of the said commission to make a thorough study of the school laws of the entire public school system of the State, a careful survey of existing educational conditions, and a comparative study and investigation of the educational systems of other States. Said commission shall codify the public school laws of the State and make recommendations of such amendments, changes, and additions to the school law as in its opinion may be needed.

SEC. 2. That said commission shall also investigate the methods and cost of supplying text-books to the public schools of this and other States, and also the advisability of establishing a State printing plant for the purpose of printing text-books and doing the other printing of the State, together with the present cost and method of public printing in this State, and report their findings and recommendations as herein provided.

SEC. 3. That said commission shall investigate the matter of public school teachers' pensions in the several States, and report to the General Assembly as herein provided with its findings and recommendations.

SEC. 4. Said commission is hereby authorized to employ such clerical and other assitance as it may deem necessary for its work, and to call to its aid such other assistance as may be available without expense to the State, from public or private foundations.

SEC. 5. That a sum of money not to exceed one thousand dollars ($1,000) is hereby appropriated out of the public funds in the hands of the State Treasurer not otherwise appropriated for the expenses of said commission and its work.

SEC. 6. That the compensation of the members of the said commission shall be five dollars ($5) per day and expenses for the time actually given by said commission for carrying out the purposes of this act, and the compensation of all persons employed by said commission under this act shall be fixed by said commission. That the payment of the members of the commission and of all employed under this act shall be upon requisition of the chairman of the commission approved by the Governor. Said commission is hereby authorized to have all printing necessary for carrying out the purposes of this act done by the public printer as other public printing is done.

SEC. 7. The said commission shall make a report of its findings and recommendations, together with the expenses of the commission, through the Gov-

ernor to the General Assembly of one thousand nine hundred and nineteen within five (5) days after the convening thereof.

SEC. 8. That this act shall be in full force and effect from and after its ratification.

Ratified this 6th day of March, A. D. 1917.

AN ACT TO INCREASE THE ANNUAL STATE APPROPRIATION FOR PUBLIC HIGH SCHOOLS FROM $75,000 TO $100,000

[CHAPTER 227, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That chapter one hundred and thirty-five, Public Laws of one thousand nine hundred and eleven, be and the same is hereby amended as follows: At the end of line five in section two strike out the word "seventy-five" and insert in lieu thereof the words "one hundred."

SEC. 2. This act shall be in force from and after its ratification.

Ratified this the 6th day of March, A. D. 1917.

AN ACT FOR THE REDUCTION AND ELIMINATION OF ILLITERACY IN NORTH CAROLINA

[CHAPTER 224, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That the State Board of Education is authorized and directed to appropriate annually for two years the sum of twenty-five thousand dollars for conducting schools to teach adult illiterates, the said appropriation to be made out of funds delivered to said State Board of Education under the terms of an act of the General Assembly entitled "An act to issue bonds of the State of North Carolina for the permanent enlargement and improvement of the State's educational and charitable institutions."

SEC. 2. That the State Board of Education shall duplicate out of said appropriation the sum of money raised and provided by any county, any school district, or community for the conduct of any school in said county, school district, or community for teaching illiterates over fourteen years of age for a term of not less than one month with an enrollment of not less than ten.

SEC. 3. That the State Board of Education is authorized to use annually not to exceed five thousand dollars of said appropriation for the organization and direction of said work of teaching illiterates under the direction of the State Superintendent of Public Instruction. All printing necessary for carrying out the purposes of this act shall be done by the State Printer as public printing to an amount not to exceed five hundred dollars annually.

SEC. 4. That this act shall be in force from and after its ratification.

Ratified this the 6th day of March, A. D. 1917.

AN ACT TO AMEND CHAPTER 173 OF THE PUBLIC LAWS OF 1913 AND CHAPTER 236 OF THE PUBLIC LAWS OF 1915, SO AS TO INCREASE THE AGE LIMIT FOR COMPULSORY ATTENDANCE FROM TWELVE YEARS TO FOURTEEN YEARS

[CHAPTER 208, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That chapter one hundred and seventy-three, Public Laws of one thousand nine hundred and thirteen, be and the same is hereby amended as follows: (*a*) In lines four and twenty-four of section one strike out the word "twelve" and insert in lieu thereof in each case the word "fourteen"; (*b*) in line eleven of section one strike out the word "four" and insert in lieu thereof the word "six"; (*c*) in line three of section three strike out the word "twelve" and insert in lieu thereof the word "fourteen"; (*d*) in line four of section eleven strike out the word "twelve" and insert in lieu thereof the word "fourteen."

SEC. 2. That chapter two hundred and thirty-six of Public Laws of one thousand nine hundred and fifteen be and the same is hereby amended as follows: (*a*) Subsection (*a*) of section three is hereby repealed; (*b*) amend section five by inserting after the word "committee" and before the word "or" in line four the words "of the township"; (*c*) amend section six by striking out the word "twelve" in line five and inserting in lieu thereof the word "fourteen."

SEC. 3. That this act shall be in force from and after the first day of September, one thousand nine hundred and seventeen.

Ratified this the 6th day of March, A. D. 1917.

AN ACT TO PROVIDE FOR THE TEACHING OF AGRICULTURE, MANUAL TRAINING, AND HOME ECONOMICS IN THE PUBLIC SCHOOLS OF NORTH CAROLINA

[CHAPTER 190, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. The Governor of the State of North Carolina shall appoint a commission to consist of not less than three members, said commission to serve without compensation, whose duty it shall be to prepare courses of study in agriculture, manual training, and home economics for the public schools of the State; and the State Board of Education shall cause the same to be printed in bulletin form, said bulletins to be used in all of the public schools of North Carolina as supplementary texts and guides in teaching these subjects. These bulletins shall contain courses of study and readily usable outlines in nature study; soils and soil fertility; crop producing and

management; gardening and fruit growing; live-stock farming, including dairying and poultry raising; forestry; grading, packing, and shipping farm products; manual training; home economics, including domestic art and domestic science; together with suggestions for rural organization, community building, and rural-life development.

SEC. 2. These courses shall be divided into two parts, to wit, a course for the elementary schools and a course for the high schools. These two major groups may be subdivided as the commission deems wise: *Provided*, that the subject-matter in each division and subdivision shall be adapted to the proper grades: *Provided further*, that in the course of agriculture, manual training, and home economics provision be made, so far as is practicable, for the verification and demonstration of the principles taught in the classroom.

SEC. 3. For the purpose of encouraging the practical application of the principles taught in the classroom, the commission shall prepare and prescribe a system of credits whereby boys and girls shall receive school credit for work done outside of school hours upon the farm and in the home: *Provided*, that said system be worked out in coöperation with and in recognition of the present system of credits obtaining for work done in the classroom as a regular part of school instruction.

SEC. 4. The commission herein provided for shall fix the minimum time to be given to the teaching of agriculture, manual training, and home economics in the respective grades; furthermore, the commission shall have in mind, in preparing these regulations, the one-teacher school, the two and three-teacher school, the four and five-teacher school, and all other regularly organized graded schools as distinct types, for which this material is to be provided: *Provided*, that nothing in this act shall require more classes to be taught in any school than are now taught as required by the public school laws of the State of North Carolina: *Provided further*, that all boys shall be required to have books or bulletins and attend all recitations in agriculture and manual training, and that all girls shall be required to have books or bulletins and attend all recitations in home economics, when they are taking said courses: *Provided further*, that this shall not be construed to exclude boys from taking home economics or girls from taking agriculture and manual training, if they so desire.

SEC. 5. Schools operating in towns of a population of two thousand or more may be exempt from the provisions of this act, by permission granted such schools through their local boards of education or county board of education: *Provided*, that this commission shall prepare courses of study in home gardening, school gardening, manual training, and home economics suited to the needs of such schools.

SEC. 6. The board of education of any county in North Carolina may secure by donation, purchase, or condemnation proceedings, or through lease, one or not more than two acres of land adjacent to or near any school site, for the purpose of verifying and demonstrating the principles taught in the classroom under such rules and regulations as the commission may prescribe.

SEC. 7. The bulletins on agriculture, manual training, and home economics shall be published by the State Board of Education, as provided in this act, and printed by the State Printer as State printing, and shall be furnished to the teachers of the State without cost, and to the children at a price not to exceed the actual cost of printing and distributing. The bulletins to be fur-

nished and distributed through the regular depositories for the distribution of text-books, under such rules and regulations as to distribution and as to accounting for funds from the sale of same as the State Board of Education shall prescribe. The net proceeds from the sale of said bulletins shall be placed in the hands of the State Treasurer, to be credited on the cost of printing same.

SEC. 8. All teachers offering to teach any grade above the third in any rural school in North Carolina shall be required to pass an examination in the subjects of agriculture, manual training, and home economics, in so far as the teaching of these subjects applies to their respective grades, not later than twelve months after said bulletins, upon which the work in the respective grades is based, shall have been issued. Furthermore, the bulletins herein provided for shall be made a part of the course of study in summer schools for teachers, conducted at the various State institutions. Also, that the bulletins provided for herein shall be made a part of the teachers' reading circle and teachers' institute work of the State. In addition, each and every county superintendent in the State, together with the State Board of Examiners, is herewith empowered to require satisfactory evidence, by examination or otherwise, of the ability of every teacher, in every county, to teach the subject-matter contained in the bulletins herein provided for.

SEC. 9. That each and every public school in North Carolina shall teach agriculture, manual training, and home economics, as prescribed herein, unless exempted from the provisions of this act by meeting the requirements of section five.

SEC. 10. Each and every county superintendent of public instruction in North Carolina shall report to the State Superintendent of Public Instruction, within sixty days after the beginning of each school in his county, as to whether or not such courses as are herein provided for are being taught.

SEC. 11. That this act shall be in full force from and after its ratification.

Ratified this the 5th day of March, A. D. 1917.

AN ACT TO PROVIDE FOR THE PHYSICAL EXAMINATION OF THE SCHOOL CHILDREN OF THE STATE AT REGULAR INTERVALS

[CHAPTER 244, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That it shall be the duty of the State Board of Health and the State Superintendent of Public Instruction to prepare and distribute to the teachers in all of the public schools of North Carolina instructions and rules and regulations for the physical examination of pupils attending the public schools. The State Board of Health shall have these instructions, rules and regulations explained to the teachers in every county in the State by some competent physician.

SEC. 2. Upon receipt of such instructions, rules and regulations, and after they shall have been explained by a physician, it shall be the duty of every teacher in the public schools to make a physical examination of every child

attending the school and enter on cards furnished by the State Board of Health a record of such examination. The examination shall be made at the time directed by the State Board of Health and the State Superintendent of Public Instruction, but every child shall be examined at least once every three years. The State Board of Health and the State Superintendent of Public Instruction shall so arrange the work as to cover the entire State once in every three years.

SEC. 3. The teacher shall transmit the record cards made by him to a physician in the county designated by the county board of education, and if any teacher shall fail to make such examinations or transmit such records he may, upon complaint of the State Board of Health and the State Superintendent of Public Instruction, have his teacher's certificate revoked.

SEC. 4. The State Board of Health shall designate in each county of the State a physician to whom the record cards made out by the teacher shall be sent, provided that in counties having a whole-time health officer such officers shall be designated. Upon receipt of the record cards the physician shall carefully study the same and shall notify the parent or guardian of every child whose cards show a serious physical defect, as defined by the State Board of Health, to bring such child before him on some Saturday named by the physician between the hours of nine a. m. and five p. m. for the purpose of having said child thoroughly examined, and if upon receipt of such notice any parent or guardian shall fail or refuse to bring said child to the physician without good cause shown, he shall be guilty of a misdemeanor, and shall be fined not more than fifty dollars or imprisoned not more than thirty days.

SEC. 5. The physician designated to make such examinations shall receive as compensation for his services the sum of sixty cents for each child examined, the same to be paid by the county commissioners of the county: *Provided*, that under no circumstances shall the total amount paid the physician for such examinations be more than seven dollars and fifty cents per hundred children enrolled in the public schools of the county; and *Provided further*, that whole-time county health officers shall receive no additional compensation for making such examinations.

SEC. 6. After such examination the physician shall notify the parent or guardian of each child of any defect discovered by him, and shall advise such parent or guardian of the treatment that ought to be given the child.

SEC. 7. The State Board of Health and the State Superintendent of Public Instruction are authorized to make arrangements with the physicians and dentists of each county to treat the school children found upon such examinations to have physical defects upon a reduced schedule of fees; if a satisfactory arrangement can be made, then the State Board of Health is authorized to pay twenty per cent of such reduced cost of treatment, provided the county commissioners will pay twenty per cent of such cost of treatment.

SEC. 8. For the purpose of aiding in the treatment of children found to be defective under the provisions of this act, a special appropriation of ten thousand dollars per annum, or so much thereof as may be necessary, is made to the State Board of Health. No part of this appropriation shall be used for any purpose other than aiding in the treatment of school children under the provisions of this act.

SEC. 9. This act shall be in effect from and after its ratification.

Ratified this the 7th day of March, A. D. 1917.

AN ACT TO AMEND CHAPTER 55 OF THE PUBLIC LAWS OF 1915, RELATIVE TO BOND ISSUES FOR SCHOOL BUILDINGS

[CHAPTER 142, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That chapter fifty-five of the Public Laws of one thousand nine hundred and fifteen be and the same is hereby amended by adding at the end of section one thereof the following: *Provided*, that upon petition of one-fourth of the resident freeholders in any county, township, or school district in which one election has previously been held and carried for a bond issue and tax under this act, a second election for increasing the bond issue and tax therefor, in said county, township, or school district for the purposes herein specified, not to exceed the maximum bond issue and tax herein fixed, shall be called and held in the manner herein prescribed for holding the first election.

SEC. 2. This act shall be in force and effect from and after its ratification.

Ratified this the 5th day of March, A. D. 1917.

AN ACT PROVIDING FOR THE NOMINATION AND ELECTION OF COUNTY BOARDS OF EDUCATION

[CHAPTER 74, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That in all counties wherein the county board of education has heretofore been appointed by the General Assembly under the provisions of section four thousand one hundred and nineteen of the Revisal of one thousand nine hundred and five, and acts amendatory thereof, there shall be nominated in the year one thousand nine hundred and eighteen, and biennially thereafter, at the party primaries or conventions, at the same time and in the same manner in which other county officers are nominated, a candidate or candidates, by each political party of the State, for member or members of the county board of education to take the place of the member or members of said board whose term next expires.

SEC. 2. That the names of the persons so nominated in such counties shall be duly certified by the chairman of the county board of elections, within ten days after their nomination is declared by said county board of elections, to the Secretary of State, who shall transmit the names of all persons so nominated by such county primaries or conventions, together with the name of the political party nominating them, to the next session of the General Assembly within ten days after it convenes. That in the event any candidate who shall have been nominated as herein provided for shall die, resign, or for any reason become ineligible or disqualified between the date of his nomination and the time for the election by the General Assembly of the member or members of the county board of education for the county of such candidate, the vacancy caused thereby may be filled by the action of the county executive committee of the political party of such candidate. It shall be the duty

of the General Assembly to elect one or more of the candidates so nominated as hereinbefore provided for, as a member or members of the county board of education for such county. The term of office of each member of said county board of education so elected by the General Assembly shall begin on the first Monday of April of the year in which he is elected, and shall continue for the term of six years or until his successor is elected and qualified.

SEC. 3. That all vacancies in the membership of the board of education in such counties by death, resignation, or otherwise shall be filled by the remaining members of said county board of education until the meeting of the next regular session of the General Assembly, and then for the residue of the unexpired term by that body. If the vacancy to be filled by the General Assembly in such cases shall have occurred before the primary or convention held in such county, then and in that event nominations for such vacancies shall be made in the manner hereinbefore set out, and such vacancy shall be filled from the candidates nominated to fill such vacancy by the party primaries or convention of such county: *Provided*, that all vacancies that are not filled by the remaining members of the board under the authority herein contained within sixty days from the occurrence of such vacancies, shall be filled by appointment by the Governor of the State.

SEC. 4. That the county board of elections, under the direction of the State Board of Elections, shall make all necessary provisions for such nominations as are herein provided for.

SEC. 5. That all laws and clauses of laws providing for the election of county superintendents of public instruction by the popular vote of the people of any county are hereby repealed; and all county superintendents of public instruction shall hereafter be elected by the county boards of education as prescribed in section four thousand and thirty-five of the Revisal of nineteen hundred and five.

SEC. 6. That all laws and clauses of laws in conflict with the provisions of this act are hereby repealed.

SEC. 7. That this act shall be in force from and after its ratification.

Ratified this the 26th day of February, A. D. 1917.

AN ACT TO AMEND SECTION 4 OF CHAPTER 525, PUBLIC LAWS OF 1909 OF NORTH CAROLINA, BEING A PART OF THE PUBLIC SCHOOL LAW

[CHAPTER 188, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That section four of chapter five hundred and twenty-five, Public Laws of nineteen hundred and nine of North Carolina, be and the same are hereby amended by inserting in line nine thereof, after the word "section" and before the word "indorsed," the following words: "the same shall be," and after the word "education" and before the word "the," in line ten thereof, insert the word "and"; and in line thirteen thereof strike out the colon following the word "elections," preceding the first proviso, and

insert in lieu thereof a comma, and also insert the following words: "and it is hereby made the duty of the board of education to indorse said petition when presented containing the proper number of names of qualified voters, and this provision is made mandatory, and the board is allowed no discretion to refuse to indorse the same when so presented: *Provided further*, that the provisions of this act shall not apply when such school special-tax district is in debt in any sum whatever."

SEC. 2. That all laws and clauses of laws in conflict with the provisions of this act be and the same are hereby repealed.

SEC. 3. That this act shall be in force from and after its ratification.

Ratified this the 6th day of March, A. D. 1917.

AN ACT TO PROVIDE FOR THE LEVYING OF SPECIAL SCHOOL TAXES IN CITIES AND TOWNS, AND TO AMEND SECTION 4115, REVISAL OF 1905

[CHAPTER 102, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That when any graded, public, or high school district that includes any incorporated city or town, when the district is confined to incorporated cities or towns, the board of aldermen or other governing body of such city or town shall, upon the written petition of one-third of the qualified voters within such city or town, order an election; but where the said district includes also any part of the county not within an incorporated city or town, the board of county commissioners of the said county shall, upon written petition of one-third of the qualified voters within said district, order an election; the said election in each case to be held on the question of levying an additional special annual tax to the amount specified by said school trustees in their said petition for the maintenance of the said schools of the said district. Such election shall be ordered, advertised, and held in the same manner as is now or may be hereafter provided by law for municipal or general elections where the same is entirely within the corporate limits of the city or town; but where the said election is for a district that includes, in addition, any portion of the county not within the corporate limits of the city or town, then the said election shall be ordered, advertised, and held in the same manner as is now or may be hereafter provided by law for election of members of the General Assembly. At such election those who favor the levy and collection of said tax shall vote a ballot on which shall be written or printed the words "For special school tax," and those who are opposed shall vote a ballot on which shall be written or printed the words "Against special school tax." It shall be the duty of the governing authorities of the city or town where the election is held entirely within the corporate limits of the city or town, but it shall be the duty of the county commissioners where the district in which the election is held includes any part of the county not within the corporate limits of the city or town, to declare the result of said election. If a majority of the qualified voters at said election shall vote in favor of said tax, the same shall be annually levied and collected in the manner prescribed for the levy and collection of other taxes. All

money levied and collected under the provisions of this section shall be placed to the credit of the board of trustees of said schools, to be by them expended exclusively for the maintenance of the said schools within the tax district in which the said election is held.

SEC. 2. That all elections ordered under the provisions of this act shall be ordered and held within sixty days after the filing of the petition mentioned in section one of this act, with the board of commissioners or other governing body of said city, town or county, or with the clerk or secretary of such board or body; and if any such election shall be held prior to the first day of June of any year, the tax authorized by such election shall be levied and collected for the current year; but if such election shall be held after the first day of June of any year, the tax authorized by such election shall not be levied and collected until the following year.

SEC. 3. That the aggregate of all school taxes annually levied and collected under the provisions of this act, and of any other law, general or special, heretofore enacted (other than taxes levied and collected for the purpose of paying the interest or principal of public, graded, or high school bonds), shall not exceed one dollar on the hundred dollars worth of property.

SEC. 4. The board of trustees of the said schools of any incorporated city or town may, in their discretion, lease the school grounds within the corporate limits of the said city or town to the proper city or town authorities for use as a public or municipal park during such period of the year as the same are not used for school purposes; and all money derived therefrom shall be used and accounted for by said school trustees exclusively for the maintenance of the public, graded, or high schools of such city or town.

SEC. 5. That section four thousand one hundred and fifteen of the Revisal of one thousand nine hundred and five, as amended by Acts one thousand nine hundred and three, chapter four hundred and thirty-five, section twenty-four; one thousand nine hundred and five, chapter five hundred and thirty-three, section fourteen; one thousand nine hundred and nine, chapter five hundred and twenty-five; one thousand nine hundred and eleven, chapter one hundred and thirty-five; Acts one thousand nine hundred and fifteen, chapter two hundred and thirty-five, be further amended by adding thereto the following: "*Provided further*, that when it shall be ascertained upon written petition of one-third of the qualified voters of the special-tax district, indorsed by the county board of education, that the special tax levied under this section shall be inadequate to maintain and support the school or schools of said special-tax district, then it shall be competent to hold an election in said district to increase the special tax levy upon real estate and polls to an amount not exceeding fifty cents on the one hundred dollars valuation of property and one dollar nad fifty cents on the poll; and such election shall be called and held in the same manner as the election for creating the special-tax district as in said section provided, but no such election shall be held oftener than once in two years."

SEC. 6. That elections under the provisions of this act shall be held not oftener than once a year.

SEC. 7. That all laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 8. That this act shall be in force from and after its ratification.

Ratified this the 1st day of March, A. D. 1917.

AN ACT TO IMPROVE THE SOCIAL AND EDUCATIONAL CONDITIONS OF RURAL COMMUNITIES

[CHAPTER 186, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. It shall be the duty of the State Superintendent of Public Instruction to provide for a series of rural entertainments, varying in number and cost and consisting of moving pictures selected for their entertaining and educational value, which entertainments may be given in the rural school houses of the State as herein provided.

SEC. 2. The cost of such entertainment shall be borne one-third by the State and two-thirds by the county board of education or the rural school community desiring said entertainment.

SEC. 3. It shall be the duty of the State Superintendent of Public Instruction to inform the various county boards of education of the number, character, and cost of the entertainments provided by him under the provisions of this act; and upon application of any county board of education, agreeing to pay two-thirds of the cost of any of said entertainments it shall be the duty of the State Superintendent of Public Instruction to provide for the giving of such entertainments in the rural school house or houses designated in said application. Any rural school community shall be entitled to the benefits of this act by depositing with its county board of education two-thirds of the cost of entertainments desired, and in all cases it shall be the duty of the county board of education receiving such deposits to make immediate application to the State Superintendent of Public Instruction as herein provided.

SEC. 4. The State Board of Health and the Commissioner of Agriculture are hereby authorized and directed to coöperate with the State Superintendent of Public Instruction in arranging for the entertainments provided for by this act to the end that said entertainment may, if it is deemed advisable, include the subjects of public health and agriculture.

SEC. 5. In order to carry out the provisions of this act the sum of twenty-five thousand dollars per annum is hereby appropriated out of the general funds of the State not otherwise appropriated, to be expended by the State Board of Education under the direction and supervision of the State Superintendent of Public Instruction.

SEC. 6. This act shall be in full force from and after its ratification.

Ratified this the 6th day of March, A. D. 1917.

AN ACT TO PERMIT HIGH SCHOOL PUPILS TO ATTEND THE PUBLIC HIGH SCHOOLS OF ADJOINING COUNTIES

[CHAPTER 211, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. The boards of education of any adjoining counties may permit pupils, upon such terms as they may deem just, of the adjoining county, entitled to attend the public high school of their own counties, to attend the

public high school of said adjoining county in all respects as if the school were located in their own county, when it shall appear that such permission may be made in justice to the schools and will be in the interest of convenience and economy.

SEC. 2. This act shall be in force from and after its ratification.

Ratified this the 6th day of March, A. D. 1917.

AN ACT TO AMEND CHAPTER 33 OF THE PUBLIC LAWS OF 1913, AS AMENDED BY CHAPTER 236 OF THE PUBLIC LAWS OF 1915, RELATING TO THE APPORTIONMENT OF THE STATE EQUALIZING FUND

[CHAPTER 281, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That chapter thirty-three of the Public Laws of one thousand nine hundred and thirteen, as amended by chapter two hundred and thirty-six of the Public Laws of one thousand nine hundred and fifteen, be and the same is hereby amended as follows:

(*a*) Strike out all of section four and insert in lieu thereof the following:

"SEC. 4. On or before the first Monday in December of each and every year the county board of education of each and every county entitled to aid from this fund shall submit to the State Board of Education, on blanks furnished for that purpose by the State Superintendent of Public Instruction, a sworn itemized statement by districts, showing the number of teachers employed in each district, the grade or class and the salary of each teacher, and such other information as may be required. Said statement shall further show under oath that provision has been made as required by law for a four months school term in each district of said county, the rate of special tax levied therefor, and the aggregate fund derived or to be derived therefrom. On or before the first Monday in February of each year the State Treasurer shall certify to the State Board of Education the amount of said State equalizing school fund derived and to be derived from said five cents property tax levied and set aside from the State tax levy on every hundred dollars value of real and personal property in the State during the school year ending June thirtieth thereafter, and the State Board of Education shall apportion said fund among all the counties of the State that have complied with all the requirements of this act, as follows: It shall first apportion to each county whose funds are insufficient, after having levied the maximum tax required under this act, to provide a four months term in every school district, a sufficient sum to bring the term in each school district in said county to four months. It shall then apportion the remainder of said equalizing fund among all the counties of the State that have complied with all the provisions of this act, so as to provide for the payment of the salaries of all teachers in each county for an equal number of days. The salaries apportioned from said fund for teachers shall not exceed forty dollars per month for first grade, thirty dollars per month for second grade, and twenty dollars per month for third grade, and shall in no event exceed the salaries actually paid from the county fund, if less than these amounts. The State Board of

Education shall apportion this fund only for the salaries of teachers employed, and no part of said fund shall be apportioned or used for any other purpose than for the payment of the salaries of the said teachers for the period designated by the State Board of Education in the apportionment to each county, and each county receiving an apportionment from this fund shall maintain, in addition to the term provided by the county funds, an extended term of not less than the number of days for which the apportionment from this fund is made and designated by the State Board of Education."

(*b*) Amend section six by striking out all of that part of said section following the word "teachers" in line eight thereof, and inserting in lieu thereof the following: "sufficient to bring the term in every district to four months, and shall then be entitled to participate with the other counties of the State in the apportionment of the remainder of said fund under the provisions of this act."

SEC. 2. All laws and clauses of laws in conflict with the provisions of this act are hereby repealed.

SEC. 3. This act shall be in force from and after its ratification.

Ratified this the 7th day of March, A. D. 1917.

AN ACT AMENDATORY TO CHAPTER 88 OF THE PUBLIC LAWS OF 1913, WITH REFERENCE TO TAX LEVY PROVIDING FOR SIX MONTHS SCHOOL TERM

[CHAPTER 109, PUBLIC LAWS 1917.]

Whereas the several counties of the State were given authority by chapter eighty-eight of the Public Laws of one thousand nine hundred and thirteen to increase their tax levy for the years one thousand nine hundred and thirteen and one thousand nine hundred and fourteen, to the extent that the State tax levy was increased in the year one thousand nine hundred and thirteen, to provide for a six months public school term; and whereas a number of counties of the State find it necessary to continue the levy of an increased tax for county purposes to the extent that the State tax levy was increased in one thousand nine hundred and thirteen to provide for the six months public school term: Now, therefore,

The General Assembly of North Carolina do enact:

SECTION 1. That chapter eighty-eight of the Public Laws of one thousand nine hundred and thirteen be amended by inserting after the word "August," in line four of said section, the words, "and annually thereafter."

SEC. 2. That any tax levy made by the board of commissioners of any county in the State for the years one thousand nine hundred and fifteen and one thousand nine hundred and sixteen, not in excess of that authorized by chapter eighty-eight of the Public Laws of one thousand nine hundred and thirteen for the years one thousand nine hundred and thirteen and one thousand nine hundred and fourteen, be and the same is hereby ratified and confirmed.

SEC. 3. That this act shall be in force from and after its ratification.

Ratified this the 2d day of March, A. D. 1917.

AN ACT TO AMEND CHAPTER 81 OF THE PUBLIC LAWS OF NORTH CAROLINA, SESSION OF 1915, AUTHORIZING GOVERNING BODIES OF TOWNS AND CITIES TO ISSUE, UPON APPROVAL BY A VOTE OF THE PEOPLE, BONDS FOR PURCHASING SITES, ERECTING BUILDINGS, ETC., FOR SCHOOL PURPOSES

[CHAPTER 130, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That section four of chapter eighty-one, Public Laws of one thousand nine hundred and fifteen, be amended as follows:

(*a*) By inserting after the word "property" and before the word "in," in line four of said section, the following words: "and polls, observing the constitutional ratio."

(*b*) By inserting after the word "property" and before the word "in," in line eight of said section, the following words: "and polls, observing the constitutional ratio."

SEC. 2. That all laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 3. That this act shall be in force from and after its ratification.

Ratified this 5th day of March, A. D. 1917.

AN ACT TO PROVIDE FOR THE ENLARGEMENT OF GRADED SCHOOL DISTRICTS IN INCORPORATED TOWNS

[CHAPTER 104, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That any graded school district in an incorporated city or town may be enlarged so as to include territory situate outside of and contiguous to the corporate limits of such city or town in the manner hereinafter provided.

SEC. 2. That upon the written petition of a majority of the members of the school committee or board of trustees of such graded school district, which petition shall describe the boundaries of the territory to be taken in and included, and which shall be indorsed by the county board of education, the board of county commissioners shall order an election to be held in the new territory to be so included.

SEC. 3. That the election so ordered shall be held in the manner and form provided by law for elections for the establishment of special school tax districts.

SEC. 4. That in case a majority of the qualified voters in the new territory shall vote at such election in favor of a special tax of the same rate as that authorized and collected in the graded school district to which the said territory is contiguous, then the said territory shall be added to and become

a part of the said graded school district; and in case a majority shall vote against said tax, the district shall not be so enlarged.

SEC. 5. That upon the enlargement of such graded school district as provided by this act, there shall be levied and collected annually in the new territory a special tax, which tax shall not exceed that levied and collected in the original graded school district, and the said special tax in the new territory shall be levied and collected by the county authorities in the manner provided for the collection of other taxes.

SEC. 6. That upon the collection of such tax the same shall be placed to the credit of the committee or trustees of the said graded school district so enlarged.

SEC. 7. That all laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 8. That this act shall be in force from and after its ratification.

Ratified this the 1st day of March, A. D. 1917.

AN ACT TO PROVIDE FOR THE INCORPORATION OF RURAL COMMUNITIES

[CHAPTER 128, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That the people of any community in North Carolina, upon petition signed by a majority of the registered voters of such community, embracing in area one or more contiguous school districts, may be incorporated upon the provisions of this act, the title of such corporate body being "The ..... Community of.....County (or counties)," the name of community and county (or counties) to be supplied in the petition for incorporation.

SEC. 2. The petition for incorporation shall be addressed to the Secretary of State in his office in Raleigh, who, if such petition is in due form, shall then issue the certificate of incorporation without charge therefor.

SEC. 3. The registered voters of each community incorporated under the provisions of this act shall hold a public community meeting on the first Saturday in January of each year, or on such other day as may be specified in the petition for incorporation. The place of such meeting shall also be designated in the petition of incorporation, but may be changed at any annual meeting, to take effect at the following annual meeting, notice of such change to be posted in six public places in such community. At such annual community meeting the voters may adjourn to meet at some other specified date, and other meetings may be held upon petition signed by 10 per cent of the registered voters of the community, provided notice of such meeting is posted at six public places in such community at least two weeks prior to such meeting. Questions involving the levy of any tax, however, shall be decided only at the regular annual community meeting.

SEC. 4. At each annual community meeting, as provided in section 3 of this act, the voters shall elect three persons, to be known as the "Board of

Directors of.....Community," one of whom shall be designated as chairman and another as secretary-treasurer, each performing the duties suggested by his title.

SEC. 5. The board of directors of each community shall be charged with the duty of enforcing and executing such ordinances as the community may adopt, and performing such other functions, not inconsistent with the laws of North Carolina or the United States, as the community meetings may direct. The annual compensation, if any, of such board of directors, or any member thereof, shall be fixed at each annual meeting in like manner as taxes are levied.

SEC. 6. At each public meeting of the registered voters of a community they shall have the right to adopt, amend, or repeal ordinances, provided such action is not inconsistent with the laws of North Carolina or the United States, concerning the following subjects: the public roads of the community; the public schools of the community; regulations intended to promote the public health; police protection; the abatement of nuisances; the care of paupers, aged or infirm persons; to encourage the coming of new settlers; the regulation of vagrancy; aids to the enforcement of State and National laws; the collection of community taxes; the establishment and support of public libraries, parks, halls, playgrounds, fairs, and other agencies of recreation, education, health, music, art and morals.

SEC. 7. That for the promotion of any of the objects mentioned in section 6 of this act the registered voters of any incorporated community, in annual community meeting assembled, shall have the right to levy taxes upon the property of the community, within limits hereinafter set forth, either for specific purposes or for the general use of the community, upon a method of tax division among varying objects as agreed upon by such annual community meeting: *Provided*, that the aggregate taxes levied for such community purposes shall not exceed five mills annually on each dollar of taxable property.

SEC. 8. No community meeting may levy a tax unless a majority of the registered voters of the community are present at such meeting, and vote by ballot for such tax; but if at any annual community meeting the majority of the voters present desire it, whatever their number, they may submit the question of levying such a tax to the qualified voters of the community at an election to be held not earlier than thirty (30) days subsequently to such meeting. If the community meeting shall desire to submit separately the question of tax levy for different purposes, it shall mention a name of not more than six words by which each such tax shall be distinguished, as, for example, road tax; public library tax; or such community meeting may submit the question of a tax levy for various purposes under the title, "For Community Tax." At the election herein provided for, each voter may deposit a ballot marked "For..... Tax" or "Against..... Tax"; and if a majority of the votes cast at such election shall be for said tax, then the proposed tax levy shall be enforced, and the tax collected at the same time and in the same manner as State and county taxes; or such incorporated community through its mass-meeting or board of directors may name a collector of community taxes and fix his compensation, requiring both tax collector and treasurer to give bonds for appropriate amounts.

SEC. 9. The Bureau of Community Service, now directed by the State Departments of Education, Agriculture, and Health, the State College of Agriculture and Mechanic Arts, and other agencies, is hereby charged with the duty of securing from the communities of the State incorporated under this act, reports as to what each community is doing for the promotion of the purposes mentioned in section 6 of this act; and the aforesaid Bureau of Community Service shall furnish the officers of such incorporated communities forms for keeping records, accounts, etc., and for making reports. Said Bureau shall also provide forms and instructions to citizens of the State desiring to petition for incorporation under the provisions of this act, and shall publish annually a summary of the work accomplished by incorporated communities. The members of the board of directors of such incorporated communities are required to render such reports to the Bureau of Community Service, and to post copies of same, together with an itemized statement of receipts, disbursements, and balances for the year, in six public places in the community, under the penalty, upon conviction, of a fine of $25 each, to be paid into the public school fund of the community: *Provided*, that all printing required under this act shall be paid for by the State Department of Education.

SEC. 10. Said board of directors may adopt standards for the production and marketing of produce, canned vegetables, etc., and may adopt labels, trade names, and brands for the same, and regulate their use, requiring the inhabitants of said community to comply with the standards set and adopted by the directors before they can use the brand, trade name, or labels, for said community; and said board of directors may adopt such regulations as may be necessary to protect said brands, trade names, etc.; may have an inspection of the goods sold thereunder, and may take any and all necessary steps looking to a system of community standard production, and of coöperative marketing.

SEC. 11. Any magistrate residing within the boundaries of a community incorporated under this act shall have power to hear and try all cases arising from violation of ordinances adopted by such community: *Provided*, that if there is no magistrate residing within the boundaries of the community, the community shall at each annual meeting nominate some suitable person living within its confines who shall be appointed community magistrate by the Governor of the State, with all the power of a magistrate within the bounds of said community.

SEC. 12. That each person charged with the duty of registering voters in an election precinct embraced in whole or in part in any incorporated community shall furnish the chairman of the board of directors of such incorporated community a complete list of the registered voters in his precinct at the preceding State election, and from such list the board of directors shall compile an official list of registered voters residing in the community, for use in connection with the enforcement of this act, such registrar receiving one-half cent for each such name so furnished, to be paid for by the community.

SEC. 13. All laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 14. That this act shall be in force from and after its ratification.

Ratified this the 5th day of March, A. D. 1917.

AN ACT TO AUTHORIZE THE BOARD OF COUNTY COMMISSIONERS AND THE COUNTY BOARD OF EDUCATION OF ANY COUNTY TO CO-OPERATE WITH THE TRUSTEES OF ANY PUBLIC LIBRARY IN ANY CITY OR TOWN IN EXTENDING THE SERVICE OF SUCH LIBRARY TO RURAL COMMUNITIES

[CHAPTER 149, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That the board of county commissioners and the county board of education of any county in which there is a public city or town library, are hereby authorized and empowered, in their discretion, to coöperate with the trustees of said library in extending the service of such library to the rural communities of the county, and to appropriate out of the funds under their control an amount sufficient to pay the expense of such library extension service.

SEC. 2. This act shall be in force from and after its ratification.

Ratified this the 5th day of March, A. D. 1917.

AN ACT TO ACCEPT THE PROVISIONS OF THE SMITH-HUGHES VOCATIONAL EDUCATION BILL

[CHAPTER 95, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That legislative assent be and the same is hereby given to the purposes of a bill now pending in the National Congress, known as the Smith-Hughes Vocational Education Bill, entitled "An act to provide for the promotion of vocational education; to provide for coöperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for coöperation with the States in the preparation of teachers of vocational subjects, and to appropriate money and regulate its expenditure," and that the money appropriated by this act, known as the "Smith-Hughes Act," be and the same is hereby accepted on the part of the State, for the benefit of the State, in accordance with the provisions of the said act.

SEC. 2. That in accordance with the further provisions of said act, a State Board of Vocational Education be herewith duly created, said board to consist of the State Superintendent of Public Instruction, the President of the North Carolina College of Agriculture and Mechanic Arts, and the director of the Agricultural Extension Service of the State, said board to administer the funds accruing to the State, under the provisions of said act, in actual accordance with the provisions of said act.

SEC. 3. That this act shall be in force from and after its ratification, and that all acts and parts of acts in contradiction of this act be and the same are herewith repealed.

Ratified this the 1st day of March, A. D. 1917.

AN ACT TO VEST IN THE STATE BOARD OF EDUCATION LANDS WHICH HAVE BEEN SOLD FOR TAXES AND THE TITLE THERETO ACQUIRED BY THE STATE

[CHAPTER 209, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. All lands which have been sold for taxes, and by reason thereof the title thereto acquired by the State, are hereby vested in the State Board of Education.

SEC. 2. This act shall be in force from and after its ratification.

Ratified this the 6th day of March, A. D. 1917.

AN ACT TO MAKE THE STATE TREASURER CUSTODIAN OF THE STATE'S SHARE OF THE SMITH-HUGHES CONGRESSIONAL VOCATIONAL EDUCATION FUND

[CHAPTER 270, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That the State Treasurer is hereby designated the custodian for the State's share of the apportionment of the Smith-Hughes Congressional Vocational Education Fund, and he is hereby authorized to receive and provide for the proper custody and disbursement of all money paid to the State from said appropriation.

SEC. 2. This act shall be in force from and after its ratification.

Ratified this the 7th day of March, A. D. 1917.

AN ACT TO AMEND CHAPTER 141, EXTRA SESSION OF 1908, IN REGARD TO COMPULSORY EDUCATION OF THE BLIND

[CHAPTER 254, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That chapter 141, pertaining to the compulsory education of the blind, be so amended that after section "five" (5) the following be inserted: "The sheriffs of the various counties of the State of North Carolina shall be required to enforce the provisions of this act in all cases of blind children reported to them by the superintendent of the said State School for the Blind and the Deaf; that said sheriffs shall have authority to reimburse themselves for such services and expenses as are entailed upon them in executing the provisions of this act." And further, in order to aid the superintendent of the said School for the Blind and the Deaf in securing the attendance of blind children upon the said school, that the various railroads operating in the State of North Carolina may grant him transportation without charge.

SEC. 2. That this paragraph shall be numbered section six (6) in said chapter one hundred and forty-one, and section six (6) of the said chapter shall be numbered seven (7).

SEC. 3. That this act shall be in force from and after its ratification.

Ratified this the 7th day of March, A. D. 1917.

AN ACT TO ENABLE THE STATE BOARD OF EDUCATION TO PROTECT ITS INTEREST IN LANDS SOLD FOR TAXES OR OTHERWISE

[CHAPTER 246, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That whenever any lands in which the State Board of Education has an interest, either by way of mortgage or otherwise, are advertised to be sold for any taxes, special assessment, or under any lien, the State Board of Education is authorized, if in its judgment it is necessary to protect the interest of the State Board, to appear at any sale of such lands and to buy the same as any other person would, and, for the purpose of paying therefor, use any funds which the State Board of Education may have on hand, or, if necessary, borrow the money with which to make such purchase and to execute its note or notes therefor, and may use any funds coming to the State Board of Education from the sale of any property or otherwise pay such note or notes.

SEC. 2. This act shall be in force from and after its ratification.

Ratified this the 7th day of March, A. D. 1917.

AN ACT TO AMEND SECTION 4048 OF THE REVISAL OF 1905 OF NORTH CAROLINA

[CHAPTER 287, PUBLIC LAWS 1917.]

The General Assembly of North Carolina do enact:

SECTION 1. That section four thousand and forty-eight of the Revisal of one thousand nine hundred and five of North Carolina be amended as follows, to wit: Strike out the period at the end of said section and insert in lieu thereof a colon, and add to said section the following: "and that no statute of limitation shall be a bar to the State Board of Education or of its assigns in the trial of any action in any court of competent jurisdiction against any person, firm, or corporation for damages for timber heretofore or hereafter cut and removed from lands owned by the board of education, or for any other acts of trespass committed on said lands."

SEC. 2. That all laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 3. That this act shall be in force from and after its ratification.

Ratified this the 7th day of March, A. D. 1917.

THE PUBLIC SCHOOL LAW

The following is the Public School Law of one thousand nine hundred and five, as amended by the General Assembly of one thousand nine hundred and seven, one thousand nine hundred and nine, one thousand nine hundred and eleven, one thousand nine hundred and thirteen, one thousand nine hundred and fifteen, and one thousand nine hundred and seventeen. Each division of the law is preceded by a succinct summary and contains explanatory notes, the whole being followed by decisions bearing on its interpretation.

1. APPLICATION OF CHAPTER

4029. THIS CHAPTER NOT APPLICABLE TO CERTAIN SCHOOLS; SUCH SCHOOLS REGULATED. The provisions of this chapter shall not apply to any township, city or town now levying a special tax for schools and operating under special laws or charters, or to schools operating under section forty-seven, chapter one hundred and ninety-nine, laws of one thousand eight hundred and eighty-nine. School districts in any city or town now operating under section forty-seven, chapter one hundred and ninety-nine, laws of one thousand eight hundred and eighty-nine, are hereby continued, and all vacancies in the school committees therein shall be filled by the county board of education. If such districts comprise a township, there shall not be appointed township school committeemen for such township, and all apportionments shall be made directly to the committee of such districts. The superintendent and treasurer of all such schools receiving any part of the public school fund shall be required to make to the State Superintendent and the county superintendent such reports as these officers shall demand and as are made by other public schools to them, and shall be under the general supervision of the State Superintendent of Public Instruction.

1901, c. 4, s. 73; 1903, c. 435, s. 25.

[*This section requires the proper officers of town and city schools to make reports to the State Superintendent.*]

II. THE STATE BOARD OF EDUCATION

Summary.—THE STATE BOARD CONSISTS OF THE GOVERNOR, THE LIEUTENANT-GOVERNOR, THE SECRETARY OF STATE, THE TREASURER, THE AUDITOR, THE SUPERINTENDENT OF PUBLIC INSTRUCTION, AND THE ATTORNEY-GENERAL; HAS CORPORATE POWERS; THE GOVERNOR IS PRESIDENT, THE STATE SUPERINTENDENT IS SECRETARY; IT MUST KEEP A RECORD OF ITS PROCEEDINGS, AND SUCCEEDS TO ALL THE POWERS OF "THE PRESIDENT AND DIRECTORS OF THE LITERARY FUND." THIS BOARD MAY MAKE RULES FOR THE GOVERNMENT AND REGULATION OF THE PUBLIC SCHOOLS AND HAS VESTED IN IT THE PROPERTY AND MANAGEMENT OF THE LITERARY FUND OF THE STATE.*

*The State Board of Education, in addition to the above, has control of the Colored Normal Schools (Rev. 1905, 4180-4186), and is the Text-book Commission (Rev. 1905, 4057-4084). The State Board also elects directors of State Normal and Industrial College (Rev. 1905, 4252). The trustees of the East Carolina Training School are also elected by this board (Laws 1907).

4030. INCORPORATED. The Governor, Lieutenant-Governor, Secretary of State, Treasurer, Auditor, Superintendent of Public Instruction and Attorney-General shall constitute the State Board of Education, and by the name, the State Board of Education, are created a corporation, and by that name may sue and be sued; may have a common seal; may acquire, receive and hold real, personal and mixed property, by purchase, gift, devise or otherwise, and may sell, dispose of and convey the same; and may contract and be contracted with, for the purposes provided in this chapter and for such other purposes as may be prescribed by law, and to that end may make such by-laws for its government and the exercise of its powers, and alter the same from time to time in its discretion as shall not be in conflict with the laws of the State and of the United States; and shall be vested with all other powers conferred upon corporations under the general law relating to corporations.

Const., Art. IX, ss. 8, 9, 10; Code, s. 2503; 1881, c. 200; 1903, c. 567, s. 7.

4031. OFFICERS; QUORUM; MEETINGS; EXPENSES. Of the board, the Governor shall be president, the Superintendent of Public Instruction shall be secretary, and the Treasurer of the State shall be treasurer, and a majority of the board shall constitute a quorum for the transaction of business. The board shall hold its meetings in the Executive office, and shall meet at such times as a majority of the members may appoint; but the Governor may call a meeting at any time. The contingent expenses of the board shall be provided for by the General Assembly.

Const., Art. IX, ss. 9, 12, 13; Code, s. 2504; 1881, c. 200, s. 2.

4032. PROCEEDINGS RECORDED. All the proceedings of the board shall be recorded in a well-bound and suitable book, which shall be kept in the office of the Superintendent of Public Instruction.

Code, s. 2505; 1881, c. 200, s. 3.

4033. SUCCEEDS TO POWERS AND PROPERTY, ETC., OF LITERARY FUND. The State Board of Education shall succeed to all the powers and trusts of the "president and directors of the literary fund of North Carolina," and shall have full power to legislate and make all needful rules and regulations for the government of the public schools and for the management of the State educational fund; but all such acts, rules, and regulations of the board may be altered, amended, or repealed by the General Assembly, and when so altered, amended or repealed shall not be reënacted by the board; and the board shall succeed to and have all the property, powers, rights, privileges and advantages which in any wise belonged or appertained to the "president and directors of the literary fund of North Carolina," and may, in its own name, assert, use, apply and enforce the same.

Const., Art. IX, s. 10; Code, s. 2506; 1881, c. 200, s. 4; R. C., c. 66; R. S., cc. 66, 67.

4034. ACCOUNTS KEPT; REPORTS MADE. The State Treasurer shall keep a fair and regular account of all the receipts and disbursements of the State literary fund, and shall report the same to the General Assembly at the same time when he makes his biennial account of the ordinary revenue; and the State Board of Education shall report to the General Assembly the manner in which the fund has been applied or invested, with such recommendations for the improvement of the same as to it shall seem expedient.

Code, s. 2507; R. C., c. 66, s. 4; 1825, c. 1268, s. 2; 1903, c. 567, s. 1.

4035. HOW FUNDS INVESTED. The State Board of Education is authorized to invest in North Carolina four per cent bonds or in other safe interest-

bearing securities, the interest on which shall be used as may be directed from time to time by the General Assembly for school purposes.

1891, c. 369.

NOTE.—Sections 4036-4052 concern swamp lands.

III. LOANS FOR BUILDING SCHOOLHOUSES

Summary.—THE STATE BOARD MAY MAKE LOANS FROM THE LITERARY FUND TO THE COUNTY BOARD FOR BUILDING SCHOOLHOUSES, ANY SUCH LOAN TO BE RE-LOANED BY THE COUNTY BOARD TO THE SCHOOL DISTRICT. SUCH LOANS BEAR 4 PER CENT INTEREST AND ARE A LIEN ON ALL THE COUNTY SCHOOL FUNDS, AND MUST BE REPAID IN TEN EQUAL INSTALLMENTS. ALL LOANS ARE MADE UNDER SUCH RULES AND REGULATIONS AS THE STATE BOARD MAY ADOPT.*

4053. MADE BY STATE BOARD. The State Board of Education, under such rules and regulations as it may deem advisable, not inconsistent with the provisions of this chapter, may make loans from the State Literary fund to the county board of education of any county for the building and improving of public schoolhouses, or dormitories for rural high schools and county farm-life schools, in such county; but no warrant for the expenditure of any money for such purposes shall be issued by the Auditor except upon the order of the State Superintendent of Public Instruction, with the approval of the State Board of Education.

1903, c. 567, ss. 1, 2, 8; 1913, c. 149.

4054. TERMS OF. Loans made under the provisions of this chapter shall be payable in ten installments, shall bear interest at four per centum, payable annually, and shall be evidenced by the note of the county board of education, executed by the chairman and secretary thereof, and deposited with the State Treasurer. The first installments of such loan, together with the interest on the whole amount then due, shall be paid by the county board on the tenth day of February after the tenth day of August subsequently to the making of such loan, and the remaining installments, together with the interest, shall be paid, one each year, on the tenth day of February of each subsequent year, till all shall have been paid.

1903, c. 567, s. 3.

4055. HOW SECURED AND PAID. At the January meeting of the county board of education, before any installment shall be due on the next tenth day of February, the county board shall set apart out of the school funds an amount sufficient to pay such installment and interest to be due, and shall issue its order upon the treasurer of the county school fund therefor, who, prior to the tenth day of February, shall pay over to the State Treasurer the amount then due. And any amount loaned under the provisions of this law shall be a lien upon the total school funds of such county, in whatsoever hands such fund may be; and upon failure to pay any installment or interest, or part of either, when due, the State Treasurer may deduct a sufficient amount for the payment of the same out of any fund due any county from any special State appropriation for public schools, or he may bring action against the county board of education of such county, any person in whose possession may be any part of the school funds of the county, and the tax collector of such county; and if the amount of school fund then on hand be insufficient to pay in full the sum so due, then the State Treasurer shall be entitled to an order directing the tax collector of such county to pay over to

*The State Superintendent, on application, will furnish the rules regulating this subject.

the State Treasurer all moneys collected for school purposes until such debt and interest shall have been paid.

1903, c. 567, s. 4.

4056. LOANS BY COUNTY BOARDS TO SCHOOL DISTRICTS. The county board of education, from any sum borrowed under the provisions of this chapter, may make loans to any district in such county for the purpose of building schoolhouses in such district, and the amount so loaned to any district shall be payable in ten annual installments, with interest thereon at four per centum, payable annually. At the January meeting of such county board it shall deduct from the apportionment made to any district which has borrowed under the provisions of this chapter, the installment and interest then due, and shall continue to deduct such amount at each annual January meeting until the whole amount shall have been paid, together with interest.

1903, c. 567, s. 5.

[*Under this section the county board of education may make an additional apportionment out of its building fund to assist a district to repay its annual interest and installment on its loan.*]

NOTE.—Sections 4057-4084 concern the Text-book Commission.

IV. THE SCHOOL SYSTEM AND THE COURSE OF STUDY

Summary.—THE SYSTEM OF PUBLIC EDUCATION MUST BE UNIFORM AND FREE TO ALL CHILDREN BETWEEN THE AGES OF SIX AND TWENTY-ONE YEARS. SEPARATE SCHOOLS MUST BE PROVIDED FOR WHITE, COLORED AND INDIAN CHILDREN, WITHOUT RACE DISCRIMINATION. THE COURSE OF STUDY MUST INCLUDE SPELLING, READING, WRITING, ARITHMETIC, DRAWING, LANGUAGE LESSONS AND COMPOSITION, ENGLISH GRAMMAR, GEOGRAPHY, HISTORY OF NORTH CAROLINA AND THE UNITED STATES, AND ELEMENTS OF CIVIL GOVERNMENT, CONTAINING THE CONSTITUTION OF NORTH CAROLINA AND OF THE UNITED STATES, AND TEXT-BOOK INSTRUCTION IN PHYSIOLOGY AND HYGIENE. OTHER SUBJECTS MAY BE TAUGHT IN ELEMENTARY SCHOOLS WHEN PRESCRIBED BY THE STATE BOARD OF EDUCATION. THE STATE SUPERINTENDENT PRESCRIBES THE COURSE OF STUDY FOR HIGH SCHOOLS UNDER THE LAWS OF 1907. ALL SCHOOL OFFICIALS ARE REQUIRED TO TAKE OATH FOR THE FAITHFUL PERFORMANCE OF THEIR DUTIES.

4085. UNIFORM SYSTEM; COMPULSORY ATTENDANCE. The people have the right to the privilege of education, and it is the duty of the State to guard and maintain that right; and religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. The General Assembly shall provide, by taxation and otherwise, for a general and uniform system of public schools, wherein tuition shall be free of charge to all children of the State between the ages of six and twenty-one years; and the General Assembly is empowered to enact that every child of sufficient mental and physical ability shall attend the public schools, during the period between the ages of six and eighteen years, for a term of not less than sixteen months, unless educated by other means.

Const., Art. I, s. 27; Art. IX, ss. 1, 2, 15.

4086. SEPARATE SCHOOLS FOR RACES; NO DISCRIMINATION AGAINST EITHER RACE. The children of the white race and the children of the colored race shall be taught in separate public schools, but there shall be no discrimination in favor of or to the prejudice of either race. All white children shall be taught in the public schools provided for the white race, and all colored

children shall be taught in the public schools provided for the colored race; but no child with negro blood, or what is generally known as Croatan Indian blood, in his veins, however, remote the strain, shall attend a school for the white race, and no such child shall be considered a white child. The descendants of the Croatan Indians now living in Robeson and Richmond counties shall have separate schools for their children, as hereinafter provided in this chapter.

Const., Art. IX, s. 2; 1901, c. 4, s. 68; 1903, c. 435, s. 22; 1915, c. 236.

[*It is the duty of the county boards of education to provide separate school facilities for the Cherokee Indian children residing in the western part of this State, when not otherwise provided for.*]

4087. WHAT TAUGHT. The branches to be taught in all the public schools shall be spelling, reading, writing, arithmetic, drawing, language lessons, and composition, English grammar, geography, the history of North Carolina and the United States, and elements of civil government containing the Constitution of North Carolina and of the United States, elements of agriculture, and oral and text-book instruction in elementary physiology and hygiene, including the nature and effect of alcoholic drinks and narcotics: *Provided*, that in public schools employing more than one teacher the elements of civil government, physiology, and hygiene, including the nature and effect of alcoholic drinks and narcotics and such other subjects of study as the State Board of Education may direct, shall be taught, after adequate provision shall have first been made for the thorough teaching of the branches before named.

1905, c. 533, s. 9; 1901, c. 4, s. 37.

[*High school branches can not be taught in schools having only one teacher, and may be taught in schools having more than one teacher only after adequate provision has first been made for the thorough teaching of the elementary branches mentioned in this section.*]

4088. OATH OF OFFICE TAKEN BY OFFICIALS. The members of the county board of education, the school committeemen and the county superintendent of public instruction shall, before entering upon the duties of office, take oath for the faithful performance thereof.

1901, c. 4, s. 45.

V. THE GENERAL POWERS AND DUTIES OF THE STATE SUPERINTENDENT

Summary.—THE SUPERINTENDENT IS REQUIRED TO PUBLISH THE SCHOOL LAW, MAKE A BIENNIAL REPORT TO THE GOVERNOR, KEEP HIS OFFICE AT THE CAPITAL, AND SIGN ALL ORDERS FOR MONEY PAID OUT OF STATE TREASURY FOR EDUCATIONAL PURPOSES. HE HAS GENERAL DIRECTION OF THE SCHOOL SYSTEM AND THE ENFORCEMENT OF THE SCHOOL LAW, ALL SCHOOL OFFICERS BEING REQUIRED TO OBEY HIS INSTRUCTIONS AND HIS INTERPRETATION OF THE LAW. HE IS REQUIRED TO BE ACQUAINTED WITH THE EDUCATIONAL CONDITION OF ALL SECTIONS OF THE STATE, AND HE MUST ALSO KEEP IN TOUCH WITH THE EDUCATIONAL PROGRESS OF OTHER STATES.*

*In addition to these general duties, the State Superintendent has the following duties: Secretary Text-book Commission, Rev. 1905, 4057; trustee of State Library, Rev. 1905, 5069; president board of directors State Normal and Industrial College, Rev. 1905, 4252; chairman of trustees of East Carolina Training School, Laws 1907; chairman State Board of Examiners and Institute Conductors, Laws 1917; prescribes course of study for public high schools, Laws 1907; makes rules and regulations for rural libraries, Rev. 1905; member board of trustees of Appalachian Training School, Laws 1907; chairman *ex officio* board of trustees of the Caswell Training School, Laws 1911; chairman *ex officio* board of trustees of Cullowhee Normal and Industrial School, Laws 1913; member of board of trustees of the University of North Carolina, Laws 1909, c. 432; member State Board of Vocational Education, Laws 1917; member of Library Commission.

4089. SHALL EQUIP OFFICE, PRINT AND CIRCULATE SCHOOL LAW, SUPERINTEND PUBLIC SCHOOLS. The Superintendent of Public Instruction of North Carolina shall have the school laws published in pamphlet form and distributed on or before the first day of May of each year. He shall send to each officer a circular letter enumerating his duties as prescribed in this chapter. He shall have printed all the forms necessary and proper for the purposes of this chapter, and he is hereby authorized to have printed as other public printing and distributed such educational bulletins as he shall deem necessary for the professional improvement of teachers and for the cultivation of public sentiment for public education, and shall look after the school interests of the State, and report biennially to the Governor, at least five days previous to each regular session of the General Assembly, which report shall give information and statistics of the public schools and recommend such improvements in the school law as may occur to him. He shall keep his office at the seat of government, and shall sign all requisitions on the Auditor for the payment of money out of the State Treasury for school purposes. Copies of his acts and decisions and of all papers kept in his office and authenticated by his signature and official seal shall be of the same force and validity as the original. He shall be furnished with such room, fuel, and stationery as shall be necessary for the efficient discharge of the duties of his office.

1900, c. 525.

4090. SHALL CONSTRUE AND ENFORCE LAW; ASCERTAIN BEST SCHOOL METHODS. He shall direct the operations of the system of public schools and enforce the laws and regulations in relation thereto. The county board of education and all other school officers in the several counties shall obey the instructions of the State Superintendent and accept his constructions of the school law. It shall be his duty to correspond with leading educators in other States and to investigate systems of public schools established in other States, and, as far as practicable, render the results of educational efforts and experiences available for the information and aid of the Legislature and State Board of Education.

1901, c. 4, s. 8; 1903, c. 435, s. 1.

4091. SHALL COUNSEL COUNTY BOARDS; HOLD INSTITUTES, ETC. It shall be his duty to acquaint himself with the peculiar educational wants of the several sections of the State, and he shall take all proper means to supply such wants, by counseling with county boards of education and county superintendents, by lectures before teachers' institutes and by addresses to public assemblies on subjects relating to public schools and public school work.

1901, c. 4, s. 9.

4092. DUTIES AS TO LOAN FUND. He shall go to any county when necessary for the due execution of the law creating a permanent loan fund for the erection of public schoolhouses. He shall include in his annual reports a full showing of everything done under the provisions of the law creating the permanent loan fund for the erection of public school buildings.

1903, c. 751, ss. 11, 12.

VI. SCHOOL FUNDS PROVIDED BY THE STATE

Summary.—1. THE INCOME OF THE PERMANENT SCHOOL FUND, OR LITERARY FUND, CONSISTS OF THE PROCEEDS OF THE FOLLOWING: (*a*) LAND GRANTS FROM UNITED STATES; (*b*) MONEYS, STOCKS, BONDS; (*c*) SALES OF SWAMP LANDS; (*d*) GRANTS, GIFTS, OR DEVISES. ALL THESE SOURCES OF INCOME ARE AT PRESENT

UNPRODUCTIVE EXCEPT (c). THE STATE BOARD OF EDUCATION NOW USES THE LITERARY FUND TO AID IN BUILDING SCHOOLHOUSES, WHICH MAKES INOPERATIVE SECTIONS 4094-4096 BELOW. SEE SECTIONS 4053-56.

2. ANNUAL APPROPRIATION OF $250,000. (SEE SECTION 1, STATE EQUALIZING SCHOOL FUND LAW.) EQUALIZING FUND. HIGH SCHOOL APPROPRIATION. FARM-LIFE SCHOOL APPROPRIATION.

4093. SPECIAL PERMANENT FUND. The proceeds of all lands that have been or may hereafter be granted by the United States to this State and not otherwise appropriated by this State or the United States; also all moneys, stocks, bonds and any other property now belonging to any State fund for the purposes of education; also the net proceeds of sales of swamp lands belonging to the State, and all other grants, gifts, or devises that have been made or hereafter may be made to this State and not otherwise appropriated by this State or, by the terms of the grant, gift, or devise, shall be paid into the State Treasury, and, together with so much of the ordinary revenue of the State as may be set apart for that purpose, shall be faithfully appropriated for establishing and maintaining a system of free public schools, as established in pursuance of the Constitution, and for no other purpose whatsoever. And all funds of the State heretofore derived from the sources enumerated in section four, article nine of the State Constitution, and all funds that may be hereafter so derived, together with any interest that may accrue thereon, shall be a fund separate and distinct from the other funds of the State, to be known as the State literary fund.

Const., Art. IX, s. 4; 1901, c. 4, s. 4; 1903, c. 567, s. 1.

4094. APPORTIONMENT OF INCOME OF SCHOOL FUND. The State Board of Education shall, on the first Monday in August of each and every year, apportion among the several counties of the State all the school funds which may be then in the treasury of the board and order a warrant for the full apportionment to each county, which apportionment shall be made on the basis of the school population; but no part of the permanent school fund shall be apportioned or distributed, but only the income therefrom. The State Auditor shall keep a separate and distinct account of the public school funds and of the income and interest thereof, and also of such moneys as may be raised by State, county, and capitation tax, or otherwise, for school purposes.

1901, c. 4, s. 1.

4095. APPORTIONMENT, HOW PAID. Upon the receipt of the requisition of the treasurer of any county, duly approved by the chairman and secretary of the county board of education, for the school fund which may have been apportioned to such county, the State Board of Education shall issue its warrant on the State Auditor for the sum due such county, whereupon the Auditor shall draw his warrant on the treasurer of the State Board of Education in favor of such county treasurer for the amount set forth in the warrant of the State Board.

1901, c. 4, s. 2.

4096. WARRANTS, HOW DRAWN AND ENDORSED. The State Treasurer shall receive and hold as a special deposit all school funds paid into the treasury, and pay them out only on the warrant of the Auditor, issued on the order of the State Board of Education in favor of a county treasurer, duly endorsed by the county treasurer in whose favor it is drawn, and it shall be the only valid voucher in the hands of the State Treasurer for the disbursement of school funds.

1901, c. 4, s. 3.

VII. SCHOOL FUNDS PROVIDED BY COUNTY AND LOCAL TAXATION AND APPORTIONMENT OF THE SAME

Summary.—1. THE PROCEEDS OF THE SALE OF ESTRAYS; ALL FINES, PENALTIES, AND FORFEITURES; AND AUCTIONEERS' LICENSE TAX.

2. THE PROCEEDS OF AT LEAST THREE-FOURTHS OF THE GENERAL POLL TAX, THE MAXIMUM OF WHICH IS TWO DOLLARS, ON ALL MALE PERSONS BETWEEN TWENTY-ONE AND FIFTY YEARS OF AGE.*

3. THE PROCEEDS OF A TWENTY-CENTS TAX ON EACH $100 ASSESSED VALUATION OF REAL AND PERSONAL PROPERTY.*

4. THE PROCEEDS OF A MAXIMUM SPECIAL TAX OF 30 CENTS INCREASABLE BY VOTE TO 50 CENTS ON EACH $100 ASSESSED VALUATION OF PROPERTY AND 90 CENTS INCREASABLE TO $1.50 ON EACH POLL WHICH MAY BE LEVIED BY A MAJORITY VOTE OF THE QUALIFIED VOTERS OF ANY INCORPORATED TOWN OR SCHOOL DISTRICT.

5. THE PROCEEDS OF A MAXIMUM TOWNSHIP HIGH SCHOOL TAX OF 30 CENTS ON EACH $100 ASSESSED VALUATION OF PROPERTY AND 90 CENTS ON EACH POLL, WHICH MAY BE LEVIED BY A MAJORITY VOTE OF THE QUALIFIED VOTERS OF ANY TOWNSHIP.

6. THE PROCEEDS OF SUCH SPECIAL SCHOOL TAX AS ANY TOWN OR CITY BY ITS CHARTER OR BY A SPECIAL ACT OF THE GENERAL ASSEMBLY MAY ACQUIRE THE RIGHT TO LEVY BY THE APPROVAL OF A MAJORITY OF ITS QUALIFIED VOTERS.

THE APPORTIONMENT OF THE PROCEEDS OF THE STATE FUNDS AND THOSE INCLUDED 1-3 ABOVE IS CONTROLLED BY THE COUNTY BOARDS OF EDUCATION, ACCORDING TO SECTION 4116, BELOW; ALL OTHER SCHOOL FUNDS ARE ENTIRELY UNDER THE CONTROL OF THE LOCAL SCHOOL COMMITTEES OR BOARDS OF EDUCATION.

4107. COUNTY EDUCATIONAL FUND FOR FREE PUBLIC SCHOOLS. All moneys, stocks, bonds, and other property belonging to a county school fund; also the net proceeds from sales of estrays; also the clear proceeds of all penalties and forfeitures, and of all fines collected in the several counties for any breach of the penal or military laws of the State, and all moneys which shall be paid by persons as equivalent for exemption from military duties; also the net proceeds of any tax imposed on licenses to retailers of wines, cordials or spirituous liquors, and on auctioneers, shall belong to and remain in the several counties and shall be faithfully appropriated for establishing and maintaining free public schools in the several counties as established in pursuance of the Constitution. The amount collected in each county shall be reported annually to the State Superintendent of Public Instruction.

Const., Art. IX, s. 5; 1901, c. 4, s. 5.

4108. COUNTY OFFICERS FILE LIST OF FINES AND PENALTIES WITH COUNTY BOARDS OF EDUCATION. The clerks of all State and municipal courts, justices of the peace, and the clerks or other officials having in custody the records of any city or town in the State shall furnish to the county board of education of their respective counties, on the first Monday of July and January of each year, a detailed statement of fines, forfeitures, and penalties which go to the school fund, that have been imposed or which have accrued, this information to be furnished on blanks prepared by the State Department of Public Instruction.

1901, c. 4, s. 62; 1913, c. 149.

4109. TAX LISTS TO HAVE SEPARATE COLUMNS FOR SCHOOL TAXES. The Auditor shall include on the form which he furnishes to the board of county commissioners, and on which the tax lists are to be made out, separate

*Revisal 1905, secs. 5109 and 5110; Constitution, Art. V, secs. 1 and 2; 1911 c. 46.

columns for school poll tax and school property tax and for special county and district taxes on property and polls. In one of these columns shall be written the total poll tax levied by the State and by the county authorities for schools and due by the taxpayer. In the other column shall be written the total property tax levied by the State and by the county authorities and due by the taxpayer.

1901, c. 4, s. 60.

4110. REGISTER OF DEEDS TO FURNISH ABSTRACTS OF TAX LISTS TO COUNTY BOARD. The register of deeds shall furnish to the county board of education, as soon as the tax lists are made out, an abstract of such lists, showing in separate columns the total amount of poll tax on such lists, and also the total amount of property tax thereon, and also in another column the amount of special county and district poll taxes, and in a separate column the amount of special county and district property taxes; and shall furnish such other information from his office as the county board of education may require.

1901, c. 4, s. 61.

4111. SHERIFF'S LIABILITY, CIVIL AND CRIMINAL, FOR FAILURE TO SETTLE SCHOOL TAX. The sheriff of each county shall pay annually in money to the treasurer of the county school fund, on or before the thirty-first day of December of each year, the whole amount for school purposes collected by both State and county, less his lawful commission for collecting the same, and such sum as may be allowed on account of insolvents for the current year, and on failing to do so shall be liable to an action on his official bond for his default in such sum as will cover such default, such action to be brought to the next ensuing term of the Superior Court in the name of the State upon the relation of the board of county commissioners. In making settlement with the treasurer the sheriff or tax collector shall make separate account of insolvents and delinquents allowed, whether on property or capitation tax. The county superintendent shall make copies of the fines and penalties reported by justices of the peace and reported to the clerk of Superior Court, and file the same with the county board.

Code, s. 723; 1901, c. 4, s. 54; 1905, c. 533, s. 20.

4112. (SUBSTITUTE FOR). On or before the first Monday in June of each and every year the county board of education of each county shall ascertain the amount of money needed to maintain the public schools of such county for four months during the succeeding school year. The county board of education, using as a basis the receipts for school purposes during the current school year ending June thirtieth thereafter, shall ascertain the amount that will be available for school purposes from the general school tax, from fines, forfeitures, and penalties, and from the annual per capita appropriation to the county from the special State appropriation for public schools under this act. If the amount received and to be received from these sources is less than the amount ascertained to be needed for a full four months school term in every public school district of the county, said county board of education shall submit to the board of county commissioners of said county an itemized statement of the amounts needed for supervision, for administration, for buildings and repairs, for salaries of teachers, and for all other expenses allowed by law. The statement shall also set forth the number of teachers, white and colored, to be employed in each district, and the salary of each teacher in each district. The limitation placed by law on each of these objects shall not be exceeded. It shall thereupon be the duty of the

board of county commissioners to levy a special tax on all property, real and personal, and on all taxable polls, subject to the constitutional limitation as to poll tax, in said county sufficient to supply the deficiency needed for the support and maintenance of the public schools of said county for four months in each school district: *Provided*, that no county shall be compelled to levy a special tax of more than fifteen cents on every hundred dollars value of property, real and personal, and forty-five cents on every taxable poll for said purpose. The said tax shall be levied and collected at the same time and in the same manner as other county taxes are levied and collected, and the funds derived therefrom shall be apportioned and expended by the county board of education for maintaining one or more public schools in each school district for a term of four months in each year. In the event of a disagreement between the county board of education and the board of county commissioners as to the amount of the deficiency to be supplied for a four months school, and as to the rate of tax to be levied therefor, or of the refusal of any board of county commissioners to levy said tax, the county board of education shall bring an action in the nature of mandamus against the board of county commissioners to compel the levying of such special tax in the manner and form as provided in sections eight hundred and twenty-two and eight hundred and twenty-four of the Revisal of one thousand nine hundred and five of North Carolina, and it shall be the duty of the judge hearing the same to find the facts as to the amount needed and the amount available from the sources herein specified, which finding shall be conclusive, and to give judgment requiring the county commissioners to levy the sum which he shall find necessary to maintain the schools for four months in said county. No county shall receive any part of the State Equalizing School Fund provided by this act until it shall have levied the special tax herein required of it for a four months school term in every school district.

1913, c. 33, s. 8.

4113. SPECIAL TAX MAY BE VOTED FOR TOWNSHIP HIGH SCHOOLS. In any township, upon petition of one-fourth of the freeholders of the township, approved by the county board of education, the board of county commissioners, after thirty days notice at the courthouse door and three public places in the township, shall hold an election to ascertain the will of the people within the township whether there shall be levied in said township a special annual tax of not less than ten cents nor more than thirty cents on the one hundred dollars valuation of property and not less than thirty cents nor more than ninety cents on each poll, in addition to all other taxes levied for all other purposes, to be used for the establishment of a central high school or high schools in said township, in case such special tax is voted. The board of county commissioners shall appoint a registrar and order a new registration for said township, and said election shall be held in the said township under the law governing general elections, as nearly as may be, and the expenses of such election shall be paid out of the general county school fund. At said election those who are in favor of the levy and collection of said tax shall vote a ticket on which shall be printed or written the words "For High School Tax," and those who are opposed shall vote a ticket on which shall be printed or written the words "Against High School Tax." In case a majority of the qualified voters at said election are in favor of said tax, then so much of the tax on property and polls herein provided for as in

the judgment of the committee may be necessary shall be annually levied and collected in the manner prescribed for the levy and collection of other taxes. All moneys levied under the provisions of this section shall, upon collection, be placed by the treasurer of the county school fund to the credit of the township high school committee, composed of three members, appointed by the county board of education, and shall be expended exclusively by said committee in establishing and maintaining one or more high schools in said township, under such rules and regulations as to its conduct and such course or courses of study as shall be prescribed by the State Superintendent of Public Instruction. The powers, duties, and qualifications of the committeemen provided for in this section shall be similar to those of other school committeemen, and they shall have the same power to apportion the funds so raised as is conferred upon the county board of education for apportionment of the general fund among the schools of the township. And the provisions of this section shall not be so construed as to prevent the teaching of the elementary branches in such high schools as may be established, nor so construed as to prevent the county board of education from making such apportionment of public school funds to such high schools as they may deem equitable and just: *Provided*, that township high schools may also be established without the levying of a special high school township tax, where the public funds are sufficient for that purpose, under such rules and regulations as to organization and course of study as the State Superintendent of Public Instruction shall prescribe: *Provided further*, that high school subjects may be taught in all public schools employing more than one teacher, according to such rules and regulations as to organization and course of study as shall be prescribed by the State Superintendent of Public Instruction, where the public funds are sufficient to provide for such teaching; but the high school branches taught in such schools shall not interfere with the thorough teaching of the elementary branches.

1905, c. 533, s. 13.

4114. SPECIAL TAX MAY BE VOTED IN CITIES AND TOWNS. In every incorporated city or town in which there is not now levied a special tax for schools, upon a petition signed by one-fourth of the freeholders therein, the board of aldermen or town commissioners of said city or town shall, at the date of municipal or general election next ensuing, upon the presentation of said petition, order an election to be held to ascertain the will of the people whether there shall be levied in such city or town a special annual tax of not more than thirty cents on the one hundred dollars valuation of property and ninety cents on the poll to supplement the public school fund in such city or town. Said election shall be held in the different election precincts or wards under the law governing municipal or general elections in said cities or towns. At said election those who are in favor of the levy and collection of said tax shall vote a ticket on which shall be printed or written the words "For Special Tax," and those who are opposed shall vote a ticket on which shall be printed or written the words "Against Special Tax." In case a majority of the qualified voters at said election is in favor of said tax, the same shall be annually levied and collected in such town or city in the manner prescribed for the levy and collection of other city taxes. All moneys levied under the provisions of this section shall, upon collection, be placed to the credit of the town school committee, composed of not less than five nor more than seven members, appointed by the board of aldermen for

said city or town, and shall be by said committee expended exclusively upon the public schools in said city or town; and there shall be but one school district in the said city or town, in which there may be established one or more schools for each race, and the school committee shall apportion the money among said schools in such manner as in their judgment will equalize school facilities.

1901, c. 4, s. 71.

4115. SPECIAL TAX MAY BE VOTED IN SPECIAL SCHOOL DISTRICTS. Special school tax districts may be formed by the county board of education in any county, without regard to township lines, under the following conditions: Upon a petition of one-fourth of the freeholders within the proposed special school district, in whose names real estate in such district is listed in the tax lists of the current fiscal year, endorsed by the county board of education, the board of county commissioners, after thirty days notice at the courthouse door and three public places in the proposed district, shall hold an election to ascertain the will of the people within the proposed special school district whether there shall be levied in such district a special annual tax of not more than thirty cents on the one hundred dollars valuation of property and ninety cents on the poll to supplement the public school fund which may be apportioned to such district by the county board of education in case such special tax is voted. The board of county commissioners shall appoint a registrar and two pollholders, and shall designate a polling place and order a new registration for such district, and the election shall be held in the district under the law governing general elections, as near as may be, and the registrar and pollholders shall canvass the vote cast and declare the result, and shall duly certify the returns to the board of county commissioners, and the same shall be recorded in the records of said board of commissioners: *Provided*, the expense of holding said election shall be paid out of the general school fund of the county. At such election those who are in favor of the levy and collection of the tax shall vote a ticket on which shall be printed or written the words "For Special Tax," and those who are opposed shall vote a ticket on which shall be printed or written the words "Against Special Tax." In case a majority of the qualified voters at the election is in favor of the tax, the same shall be annually levied and collected in the manner prescribed for the levy and collection of other taxes. All moneys levied under the provisions of this section shall, upon collection, be placed to the credit of the school committee in such district, which committee shall be appointed by the county board of education, and such school committee shall apportion the money among the schools in such district in such manner as in its judgment shall equalize school facilities. Upon the written request of a majority of the committee or trustees of any special-tax district, the county board of education may enlarge the boundaries of any special-tax district established under this section, or by special act or charter of the General Assembly of North Carolina, so as to include any contiguous territory, and an election in such new territory may be ordered and held in the same manner as prescribed in this section for elections in special-tax districts; and in case a majority of the qualified voters in such new territory shall vote at such election in favor of a special tax of the same rate as that voted and levied in the special-tax district to which said territory is contiguous, then the new territory shall be added to and become a part of the said special-tax district; and in case a majority of the qualified voters

at such election shall vote against said tax, the district shall not be enlarged. Upon petition of two-thirds of the qualified voters residing in any special-tax district established under this section, *the same shall be* endorsed and approved by the county board of education, *and* the board of county commissioners shall order another election in said district for submitting the question of revoking said tax and abolishing said district, to be held under the provisions prescribed in this section for holding other elections, *and it is hereby made the duty of the board of education to indorse said petition when presented containing the proper number of names of qualified voters, and this provision is made mandatory, and the board is allowed no discretion to refuse to indorse the same when so presented: Provided further, that the provisions of this act shall not apply when such school special-tax district is in debt in any sum whatever: Provided,* that no election for revoking a special tax in any special-tax district shall be ordered and held in said district within less than two years from the date of the election at which the tax was voted and the district established, nor at any time within less than two years after the date of the last election on said question in said district; and no petition revoking such tax shall be approved by the county board of education oftener than once in two years, and if at such election a majority of the qualified voters in said district shall vote "Against Special Tax," said tax shall be deemed revoked and shall not be levied, and said district shall be discontinued: *Provided further,* that the provisions for ordering a new election to revoke a special tax in any special-tax district shall not apply to elections in such districts for increasing or restoring the special-tax levy in such district, which elections may be ordered and held at any time in accordance with the provisions of this section for establishing new special-tax districts. Special-tax districts may be formed as provided herein out of portions of contiguous counties. The petition for such a district must be endorsed by the boards of education of both counties. The registrar and one pollholder shall be appointed by the board of commissioners of the county in which the larger number of petitioners reside, and one pollholder must be appointed by the board of commissioners of the other county. All the provisions of section four thousand one hundred and twenty-nine in regard to districts in contiguous counties shall be applicable as far as may be to the establishment of special-tax districts out of portions of contiguous counites herein provided: *Provided further, that when it shall be ascertained upon written petition of one-third of the qualified voters of the special-tax district, endorsed by the county board of education, that the special tax levied under this section shall be inadequate to maintain and support the school or schools of said special-tax district, then it shall be competent to hold an election in said district to increase the special-tax levy upon real estate and polls to an amount not exceeding fifty cents on the one hundred dollars valuation of property and one dollar and fifty cents on the poll; and such election shall be called and held in the same manner as the election for creating the special-tax district as in said section provided, but no such election shall be held oftener than once in two years.*

1901, c. 4, s. 72; 1903, c. 435, s. 24; 1905, c. 533, s. 14; 1909, c. 525; 1911 c. 135; 1915, c. 236; 1917, c. 102.

4116. APPORTIONMENT OF SCHOOL FUNDS; RESERVATION OF CONTINGENT FUND. The county board of education shall, on the first Monday in January and

the first Monday in July of each year, apportion the school fund of the county to the various school districts; but it shall, before apportioning the school fund, reserve as a contingent fund an amount sufficient to pay the salary of the county superintendent and per diem and expense of the county board of education; and may further reserve as a fund for building and repairing schoolhouses and for equipment, in counties with a total school fund of five thousand dollars or less, not more than twenty per centum thereof; in counties with a total school fund of over five thousand dollars and not more than ten thousand dollars, not more than sixteen per centum thereof; in counties with a total school fund of over ten thousand dollars and not more than twenty-five thousand dollars, not more than ten per centum thereof; in counties with a total school fund of over twenty-five thousand dollars, not more than seven and a half per centum thereof, to be used as directed in section four thousand one hundred and twenty-four. It shall be the duty of the county board of education to distribute and apportion the school money so as to give to each school in the county for each race the same length of school term, as nearly as may be, each year. In making the apportionment the board shall have proper regard for the grade of work to be done and the qualifications of the teachers required in each school for each race. As soon as the apportionments are made it shall be the duty of the board to notify the school committeemen and the treasurer of the county school fund of the amount apportioned to each school, designating each school by number, and stating whether for white, colored or Indian, and naming the township and county. Funds unused by any district during any year shall, if still unused at the January meeting subsequent to the close of the school year, be returned to the general school fund for reapportionment, unless such district shall have been prevented from using such funds during that year by providential or other unavoidable causes.

Provided, that in the discretion of the county board of education it may also reserve sufficient funds, after first providing for a six months school term in every school district, to pay a part of the cost, not to exceed one-half, necessary to employ a capable physician for his entire time as county health officer whose election meets with the approval of said board and whose duties shall be specified by the county board of health to embrace those provided for in that part of section eleven, chapter sixty-two, of the public health laws of one thousand nine hundred and eleven, relating to the medical inspection of schools and school children; and he shall lecture to the teachers in their meetings and supply them with printed instructions regarding measures for the proper care of the body, the recognition and prevention of disease, the recognition, prevention, and correction of physical defects, etc.; and he shall keep an accurate daily record of the work he does under the provisions of this act and make weekly, monthly, or quarterly reports, giving such information as may be called for by blanks to be furnished by and returned to both the county board of education and the State Superintendent of Public Instruction; and if the county health officer should neglect for a period of ninety days to carry out the spirit of this act, unless his entire time should be required to fight an epidemic of some contagious or infectious disease, the county board of education may in its discretion withdraw its financial aid in his employment: *Provided further*, that the county board of education may reserve as a further contingent fund a sufficient amount to pay the

salary of an assistant superintendent, and to defray such other supervisory and administrative expenses as it may deem necessary, *and such additional contingent fund as it may deem advisable for the encouragement and support of home demonstration and club work: Provided, the amount set aside under this provision shall in no case exceed one-half the amount spent for such purposes in the county,* but the funds set aside for these purposes shall not operate to increase the amount to which said county would have been entitled from the State Equalizing Fund if said funds had not been set aside, and the same shall be included in the necessary expenses for a four months school term for which a special tax, if necessary, must be levied under chapter thirty-three of the Public Laws of one thousand nine hundred and thirteen.

1913, c. 149; 1915, c. 236; 1917, c. 285.

SUGGESTIONS ON APPORTIONING SCHOOL FUND.

1. Determine first of all what the total school fund is, including the county's per capita apportionment from the State appropriation of $250,000.

2. Next reserve the contingent fund to pay the salary and expenses of the county superintendent, and the mileage, per diem, and expenses of the county board, and expenses authorized in this section.

3. Reserve, if necessary what may be needed for building, observing that the amount for this purpose is limited according to the amount of the total fund.

4. After fixing the monthly salary of each teacher of each school of each race and the allowance to each school for incidental expenses, apportion the balance so as to give the same length of school term to each school of each race, or as nearly as may be.

5. Having ascertained the balance available for apportionment for teachers' salaries and incidental expenses, proceed as follows to ascertain the amount to be apportioned to each district for each race to secure the same length of school term in each as required by law:

(a) Ascertain the aggregate monthly salaries of all teachers, white and colored, as fixed, and the aggregate monthly allowance for incidental expenses for all schools of the county.

(b) These two amounts added will give the total cost per month of all schools.

(c) Divide the balance available for apportionment by this sum, and it will give the length of the term in months of each school.

(d) Multiply the monthly expense of each district for salary of teacher or teachers and incidental expenses by the quotient so obtained and the product will be the amount to be apportioned to each district.

4117. APPORTIONMENT, BASIS OF. The semi-annual apportionment of public school money shall be based upon the amounts actually received by the county treasurer from all sources and reported by him to the county board of education, as required by this chapter.

1901, c. 4, s. 25.

4118. FISCAL SCHOOL YEAR. The fiscal school year shall begin on the first day of July and close on the thirtieth day of June next succeeding.

1901, c. 4, s. 67.

VIII. THE POWERS AND DUTIES OF THE COUNTY BOARD OF EDUCATION

Summary.—CORPORATE POWERS AS TO ACQUIRING, HOLDING, AND DISPOSING OF SCHOOL PROPERTY ARE CONFERRED ON THIS BOARD, AND IT HAS ADDITIONAL POWER TO MAKE REGULATIONS GOVERNING THE ATTENDANCE OF PUPILS ON THE SCHOOLS AND OF TEACHERS ON EDUCATIONAL MEETINGS. THIS BOARD ALSO CONTROLS THE TIME THE SCHOOLS MAY BE IN SESSION, THE BUILDING AND REPAIR OF ALL SCHOOL-HOUSES, AND MAY CREATE OR ABOLISH OR CONSOLIDATE SCHOOL DISTRICTS. IN ADDITION TO THE EXERCISE OF THE USUAL CORPORATE POWERS, THIS BOARD MAY CONDEMN LAND FOR SCHOOL SITES AND MAY PUNISH FOR CONTEMPT. ALL NECESSARY POWER TO ENFORCE THE SCHOOL LAW IS CONFERRED ON THIS BOARD, WITH EXPLICIT POWER TO REMOVE THE COUNTY SUPERINTENDENT UPON THE COMPLAINT OF THE STATE SUPERINTENDENT, AND TO REMOVE ANY TEACHER FOR IMMORAL CONDUCT.

4119. Repealed by chapter 74, Public Laws 1917, which prescribes method of electing county boards of education and filling vacancies therein.

See page 24 in this pamphlet.

4120. QUALIFICATION OF MEMBERS; FAILURE TO QUALIFY; VACANCY. (Section 4120 repealed by chapter 74, Public Laws 1917. See sections 2 and 3 of chapter 74, Public Laws 1917.)

4121. INCORPORATED; POWERS AND DUTIES OF. The county board of education shall be a body corporate by the name and style of the County Board of Education of.....County, and by that name shall be capable of purchasing and holding real and personal estate, of building and repairing schoolhouses, of selling and transferring the same for school purposes, and of prosecuting and defending suits for or against the corporation. It shall have power and authority, and it shall be its duty, to institute and prosecute any and all actions, suits, or proceedings against any and all officers, persons or corporations, or their sureties, for the recovery, preservation, and application of all moneys or property which may be due to or should be applied to the support and maintenance of the schools, except in case of a breach of his bond by the treasurer of the county school fund, in which case action shall be brought by the county commissioners as is hereinafter provided.

1901, c. 4, s. 13; 1903, c. 435, s. 4.

4122. RULES AND REGULATIONS FOR SCHOOLS, TEACHERS, AND PUPILS. The county board of education shall have power and authority to fix and determine the method of conducting the public schools in their respective counties, so as to furnish the most advantageous method of education available to the children attending the public schools in the several counties of the State; and such board and the county superintendent of public instruction shall have full power to make all just and needful rules and regulations governing the conduct of teachers and pupils as to attendance on the schools, discipline, tardiness, and the general government of the schools.

1903, c. 435, s. 4.

[*Under the provisions of this section the county board and the county superintendent may make and enforce such attendance regulations as may be necessary to secure regular and prompt attendance on the part of the children. The same authority may also regulate the attendance of teachers on all meetings which may be thought to promote educational progress.*]

4123. TIME OF OPENING AND CLOSING SCHOOLS. The time of opening and closing the public schools in the several public school districts of the State shall be fixed and determined by the county board of education in their respective counties. The board may fix different dates for opening the schools in different townships, but all the schools of each township must open on the same date, as nearly as practicable.

1903, c. 435, s. 4.

[*This section simply means that the school term must not be divided and taught during different seasons of the year unless some epidemic or other providential cause interferes with the regular term. The county board must exercise this control if it would carry out the provisions of section 4116.*]

4124. SCHOOLHOUSES, BUILDING AND APPROVAL OF; CONTRACTS FOR. The building of all new schoolhouses shall be under the control and direction of and by contract with the county board of education. The board shall pay not exceeding one-half of the cost of the same out of the fund set aside for building, under section four thousand one hundred and sixteen, and the school district in which any schoolhouse is erected shall pay the other part, and upon failure of such district to provide its part by private subscription, or otherwise, the board is directed to take it out of the apportionment to that district; but the board shall not be authorized to invest any money in any new house that is not built in accordance with plans approved by the State Superintendent of Public Instruction. All contracts for buildings shall be in writing, and all buildings shall be inspected, received and approved by the county superintendent of public instruction before full payment is made therefor.

1903, c. 435, s. 4.

[*This means that the county board, out of the building fund which it may reserve by the provisions of section 4116, shall pay not exceeding one-half the cost of building any new schoolhouse, the other part of the expense to be borne by the district; but the board has complete control of the whole subject, and may forbid the erection of a schoolhouse in a district which ought not to exist. It must be remembered that no house can be built except in accordance with plans approved by the State Superintendent, and the county board is charged with the duty of carrying into effect this provision to secure neat, comfortable, and attractive houses. Pamphlets containing plans of such houses as will be approved by the State Superintendent, together with specifications, estimates of cost and bills for material, will be furnished by the State Superintendent on application.*]

4125. POWER OF, TO EXECUTE SCHOOL LAW. In addition to all other duties and powers imposed and conferred upon it by law, the county board of education shall have general control and supervision of all matters pertaining to the public schools in their respective counties, and are given the powers to execute and are charged with the due execution of the school laws in their respective counties: and all powers and duties conferred and imposed by this chapter and other laws of the State respecting public schools which are not expressly conferred and imposed upon some other official are conferred and imposed upon the county boards of education, and an appeal shall lie from all other county school officers to such board. In all actions brought in any court against a county board of education for the purpose of compelling the board to admit any child or children who have been excluded from any school by the order of the county board of education, the order or

action of the board shall be presumed to be correct, and the burden of proof shall be on the complaining party to show to the contrary.

1901, c. 4, s. 14; 1915, c. 236.

4126. REMOVAL OF COUNTY SUPERINTENDENT, MEMBERS OF COUNTY BOARD AND SCHOOL COMMITTEE. In case the State Superintendent shall have sufficient evidence at any time that any county superintendent of public instruction or any member of the county board of education is not capable of discharging or is not discharging the duties of his office, as required by this chapter, or is guilty of immoral or disreputable conduct, he shall report the matter to the county board of education, which shall hear evidence in the case; and if, after careful investigation, it shall find sufficient cause for his removal, it shall declare the office vacant at once and proceed to elect his successor. Either party may appeal from the decision of the county board of education to the State Board of Education, which shall have full power to investigate and review the decisions of the county board of education. This section shall not deprive any county superintendent of the right to try his title to his office in the courts of the State. In case the county superintendent shall have sufficient evidence at any time that any member of any school committee is not capable of discharging or is not discharging the duties of his office, he shall bring the matter to the attention of the county board of education, which shall thoroughly investigate the charges, and shall remove such committeeman and appoint a successor, if sufficient evidence shall be produced to warrant his removal and the best interests of the schools demand it.

1901, c. 4, ss. 10, 42.

4127. MAY HOLD INVESTIGATIONS; ISSUE SUBPOENAS; SERVICE OF SAME; APPEAL TO SUPERIOR COURT. The county board of education shall have power to investigate and pass upon the moral character of any teacher in the public schools of the county, and to dismiss such teacher if found of bad moral character; also to investigate and pass upon the moral character of any applicant for a teacher's certificate or for employment as teacher in any public school in the county. Such investigation shall be made, after written notice of not less than ten days, to the person whose character is to be investigated. The board shall have power to issue subpœnas for the attendance of witnesses. Subpœnas may be issued in any and all matters which may lawfully come within the powers of the board and which in the discretion of the board require investigation; and it shall be the duty of the sheriffs, coroners and constables to serve such subpœnas upon payment of their lawful fees. Appeals provided for in this chapter shall be regulated by rules to be adopted by the board. The Superior Courts of the State may review any action of the county board of education affecting any one's character or right to teach.

1901, c. 4, s. 15.

4128. POWER TO PUNISH FOR CONTEMPT. The county board of education of each county shall have power to punish for contempt for any disorderly conduct or disturbance tending to interrupt it in the transaction of official business.

1901, c. 4, s. 28.

4129. SCHOOL DISTRICTS, HOW FORMED. The county board of education shall divide the townships *or the entire county or any part of the county* into convenient school districts, as compact in form as practicable; *and said board*

is hereby authorized and empowered to redistrict the entire county or any part thereof and to consolidate school districts wherever and whenever in its judgment the redistricting or the consolidation of districts will better serve the educational interests of the township, or the county, or any part of the county. It shall consult the convenience and necessities of each race in setting the boundaries of the school district for each race, and shall establish no new school in any township within less than three miles by the nearest traveled route of some school already established in said township, nor shall it create any school district with less than sixty-five children of school age, unless such district shall contain at least twelve square miles or shall be separated by dangerous natural barriers from a schoolhouse in the district of which the proposed new district is a part. Nothing in this chapter shall prevent the board, whenever it shall deem it necessary for the good of the public schools, from forming a school district out of portions of two or more contiguous townships. School districts may be formed out of portions of contiguous counties by agreement and consent of the county boards of education of the two counties, and in case of the formation of such districts the per capita part of the public school money due the children residing in one county shall be apportioned by the county board of education of that county and paid to the treasurer of the other county in which the schoolhouse is located, to be placed to the credit of the school district so formed.

The county board of education of any county is authorized and empowered to change the boundary lines between local tax school districts *urban and rural and to consolidate such districts* in said county upon satisfactory evidence furnished to said board that the convenience and best interests of the residents of the districts require such change: *Provided*, that this authority to change boundaries between local tax districts shall not have the effect of releasing any taxpayer from the obligation of paying his school taxes, but shall be exercised only for transferring said taxpayer and his property from one local tax district to another. *County boards of education of any two contiguous counties are hereby authorized to transfer children from a school district in one county to the adjacent school district in the other county for the convenience of the children transferred, and to arrange by agreement for reasonable compensation out of the county school fund of the county from which such transfers are made to be placed to the credit of the school district in the other county in which the children transferred attend school.*

Upon the consolidation of two or more school districts into one by the county board of education, the said county board of education is authorized and empowered to make provision for the transportation of pupils in said consolidated district that reside too far from the schoolhouse to attend without transportation, and to pay for the same out of the apportionment to said consolidated districts: *Provided*, that the daily cost of transportation per pupil shall not exceed the daily cost per pupil of providing a separate school in a separate district for said pupils.

1901, c. 4, s. 29; 1903, c. 435, s. 12; 1905, c. 533, s. 7; 1909, c. 856; 1911, c. 135; 1917, c. 285.

4130. MAY ACCEPT DONATIONS; MAY SELL SCHOOL PROPERTY. The county board of education may receive any gift, grant, donation, or devise made for the use of any school within its jurisdiction. When in the opinion of the board any schoolhouse, schoolhouse site or other public school property has become unnecessary for public purposes, it may sell the same at public auc-

tion, after advertisement of twenty days at three public places in the county, or at private sale. The deed for the property thus sold shall be executed by the chairman and secretary of the board, and the proceeds of the sale shall be paid to the treasurer of the county school fund.

1901, c. 4, ss. 30, 36.

4131. SCHOOL SITES MAY BE ACQUIRED BY GIFT, PURCHASE OR CONDEMNATION. The county board of education or the board of trustees of any incorporated or chartered graded school district may receive suitable sites for schoolhouses or school buildings by donation or purchase. In case of purchase, the county board of education or any board of trustees aforesaid shall issue an order on its treasurer for the purchase money, and upon payment of the order the title to the site shall vest in the corporation in fee simple. Whenever the boards above mentioned are unable to obtain a suitable site for a school or school building by gift or purchase, such board shall report to the county superintendent of public instruction, who shall, upon five days notice to the owner or owners of the land, apply to the clerk of the Superior Court of the county in which the land is situated for the appointment of three appraisers, who shall lay off by metes and bounds not more than two acres and assess the value thereof. The same means may be used to obtain more land in a district where there is a house or a site previously obtained, but not more than three acres shall be procured, including the site already obtained. They shall make a written report of their proceedings, to be signed by them, or by a majority of them, to the clerk within five days from their appointment, who shall enter the same upon records of the court. The appraisers and officers shall serve without compensation. If the report is confirmed by the clerk, the chairman and the secretary of the board shall issue an order on the treasurer of the county school fund, or, if a graded school district, upon the treasurer of the graded school district, in favor of the owner of the land thus laid off, and upon the payment or offer of payment of this order the title to such land shall vest in fee simple in the corporation. Any person aggrieved by the action of the appraisers may appeal to the Superior Court in term, upon giving bond to secure the board against such costs as may be incurred on account of the appeal not being prosecuted with effect.

1901, c. 4, c. 31; 1903, c. 435, s. 13; 1905, c. 533, s. 8; 1911, c. 135; 1913, c. 149.

[*Several acres of land ought always to be secured for the site of a rural school, if possible.*]

4132. DEEDS TO BE FILED WITH CLERK; SECRETARY TO KEEP INDEX. All deeds to the county board of education shall be registered and delivered to the clerk of the Superior Court for safe keeping, and the secretary of the county board of education shall keep an index, by township and school districts, of all such deeds in a book for that purpose.

1901, c. 4, s. 32; 1903, c. 435, s. 14.

[*This section requires the county superintendent to keep a convenient index of the deeds for all the school property of the county.*]

4133. MEETINGS OF; DUTIES AT. The county board of education shall meet on the first Monday in January, April, July and October, and may, if necessary, continue in session two days, and it may have called meetings, of one day each, as often as once a month if the school business of the county require it. It shall, at the meetings in January, April, July, and Octob[illegible] examine the books and vouchers and audit the accounts of the treasur[illegible]

the county school fund. The boards of education of the several counties shall cause to be published annually on the first Monday of August in some newspaper published in the county, or at the courthouse door if there be no newspaper published therein, or in the printed annual school report of said county, an itemized statement of all receipts and expenditures of school funds.

1891, c. 460; 1901, c. 4, s. 27; 1903, c. 435, s. 26; 1905, c. 533, s. 21; 1911, c. 135; 1913, c. 149.

4134. SUPERINTENDENT AND TREASURER TO MEET WITH, IN JULY, TO SETTLE ALL BUSINESS OF FISCAL YEAR. On the first Monday in July the county board of education, county superintendent of public instruction and treasurer shall meet at the office of the board and settle all the business of the preceding fiscal year. The board shall on that day examine the reports of treasurer and county superintendent, and if found correct shall direct them to be forwarded to the State Superintendent within thirty days thereafter.

1901, c. 4, s. 59; 1903, c. 435, s. 20.

COMPENSATION OF MEMBERS OF BOARD. The members of the county board of education shall receive three dollars per diem and the same mileage as is allowed to the members of the board of county commissioners of their counties.

Revisal of 1905, v. 1, c. 66; s. 2786; 1915, c. 236.

IX. THE POWERS AND DUTIES OF THE COUNTY SUPERINTENDENT

Summary.—THE COUNTY SUPERINTENDENT IS ELECTED FOR A TERM OF TWO YEARS BY THE COUNTY BOARD ON THE FIRST MONDAY IN JULY. HE MUST BE A MAN OF LIBERAL EDUCATION AND OF GOOD MORAL CHARACTER, AND MUST ALSO BE A PRACTICAL TEACHER OR HAVE HAD TWO YEARS EXPERIENCE IN TEACHING OR SUPERVISING SCHOOLS WITHIN FIVE YEARS IMMEDIATELY PRECEDING HIS ELECTION. HE MUST HAVE A SUPERINTENDENT'S CERTIFICATE FROM THE STATE BOARD OF EXAMINERS AND INSTITUTE CONDUCTORS. DURING THE PUBLIC SCHOOL TERM HE MUST VISIT THE PUBLIC SCHOOLS, AND HE CAN NOT ENGAGE IN SCHOOL WORK WHICH WILL NULLIFY THIS REQUIREMENT. THE COUNTY SUPERINTENDENT IS SECRETARY OF THE COUNTY BOARD, AND MUST HAVE HIS OFFICE AT THE COUNTY SEAT. HE IS REQUIRED TO HOLD TOWNSHIP TEACHERS' MEETINGS, SUPERVISE THE WORK OF THE TEACHERS, ATTEND THE STATE AND DISTRICT ASSOCIATIONS OF COUNTY SUPERINTENDENTS, MUST INSTRUCT COMMITTEEMEN AS TO THEIR DUTIES, MUST DISTRIBUTE THE BLANK FORMS FURNISHED HIM BY THE STATE SUPERINTENDENT, MUST MAKE REPORTS TO THE STATE SUPERINTENDENT AND COUNTY BOARD, HE MUST FURNISH STATISTICS AS TO THE NUMBER OF DEAF AND DUMB AND BLIND CHILDREN IN HIS COUNTY, AND MUST REPORT MONTHLY TO THE COUNTY BOARD OF EDUCATION AND THE STATE SUPERINTENDENT. IF THE COUNTY SCHOOL FUND EXCEEDS $15,000 ANNUALLY, HE MAY BE PAID SUCH SALARY AS THE COUNTY BOARD MAY FIX; OTHERWISE, HIS SALARY MAY BE FIXED AT FOUR PER CENT OF THE DISBURSEMENTS OF THE SCHOOL FUND, OR IT MAY BE FIXED AT NOT LESS THAN $3 A DAY, FOR THE TIME ACTUALLY EMPLOYED. NO VOUCHER IN THE HANDS OF THE TREASURER OF THE SCHOOL FUND IS A VALID VOUCHER UNLESS SIGNED BY THE COUNTY SUPERINTENDENT. THE COUNTY SUPERINTENDENT AND THE STATE BOARD OF EXAMINERS AND INSTITUTE CONDUCTORS HAVE CHARGE OF THE EXAMINATION AND CERTIFICATION OF TEACHERS. UNDER SECTION 4161, HE MUST MEET WITH COMMITTEE FOR ELECTION OF TEACHERS, AND SUCH ELECTION MUST HAVE HIS APPROVAL.

4135. ELECTION, QUALIFICATIONS AND TERM OF OFFICE; VACANCY. The county board of education, on the first Monday in July, one thousand nine hundred and five, and biennially thereafter, shall elect a county superintendent of public instruction, who shall be at the time of his election a practical teacher, or who shall have had at least two years' experience in teaching or supervising schools within five years immediately preceding his election, and who also shall be a man of liberal education, and shall otherwise be qualified to discharge the duties of his office as required by law, due regard being given to experience in teaching. Such superintendent must be of good moral character, and shall hold his office for a term of two years from the date of his election and until his successor is elected and qualified. Any person who has filled the office of county superintendent for four years next preceding the eleventh day of March, one thousand nine hundred and one, shall be eligible to such office in Bertie and Bladen and Columbus counties, if the election of such person meets the approval of the State Board of Education. In case of vacancy, by death, resignation or otherwise, in the office of county superintendent, such vacancy shall be filled by the county board of education: *Provided*, that any county whose total school fund does not exceed fifteen thousand dollars may unite with any adjoining county and by agreement between the county boards of education of the two counties, meeting in joint session, may employ a county superintendent who shall devote his entire time to supervising impartially the educational work of the counties thus employing him. The agreement between the two county boards thus jointly employing one county superintendent, as to the apportionment of his salary and expenses, the division of his time and all other essential details, shall be recorded in the minutes of the board of education of each county.

The county superintendent of public instruction shall have authority to administer oaths to teachers and all subordinate school officials where an oath is required of the same.

1901, c. 4, s. 16; 1903, c. 435, s. 5; 1911, c. 135; 1913, c. 149.

[*The county superintendent's office is the most important office in the county. He need not be a resident of the county when elected. If possible, he should be paid salary large enough to enable him to devote all his time to his work.*]

4136. REPORT OF ELECTION OF, TO STATE SUPERINTENDENT. Immediately after the election of the county superintendent of public instruction the chairman of the county board of education shall report to the State Superintendent of Public Instruction the name, address, experience and qualifications of the person elected; and the person elected shall report to the State Superintendent, as soon as he shall have qualified, the date of such qualification.

1901, c. 4, s. 16; 1903, c. 435, 5.

4137. DISTRICTS IN CITIES AND TOWNS MAY JOINTLY EMPLOY. By and with the consent of the county board of education, the school committees of two or more contiguous districts in any city or town may, by a majority vote of the committee in each district, employ a practical teacher, who shall be known as the superintendent of the public schools of such districts, and he shall perform all the duties of the county superintendent of public instruction as to such districts, and shall make to the county superintendent all reports that may be necessary to enable him to make his reports to the State Superintendent.

1889, c. 199, s. 47; 1901, c. 4, s. 74.

4138. NOT TO TEACH SCHOOL; TO RESIDE IN THE COUNTY. Every county superintendent shall reside in the county of which he is superintendent. It shall not be lawful for any county superintendent to teach a school while the public schools of his county are in session; but the State Board of Education may, for good and sufficient reason, permit a county superintendent to so teach.

1901, c. 4, s. 44.

4139. EX OFFICIO SECRETARY TO THE BOARD; RECORDS TO BE KEPT. The county superintendent of public instruction shall be *ex officio* the secretary of the county board of education. He shall record all proceedings of the board, issue all notices and orders that may be made by the board pertaining to the public schools, schoolhouses, sites or districts (which notices or orders it shall be the duty of the secretary to serve by mail or by personal delivery, without cost), and record all school statistics, look after all forfeitures, fines and penalties, see that the same are placed to the credit of the school fund, and report the same to the board. The board shall provide the county superintendent with an office at the county seat, in the county courthouse if possible, and with a suitable book in which to keep the records required by this section. The records of the board and the county superintendent shall be kept in the office provided for that purpose by the board.

1901, c. 4, s. 36.

[*It is very important to keep full and accurate records and to look closely after the proper disposition of all fines, forfeitures and penalties. An account book will be furnished on application to the State Superintendent. The superintendent should report to the solicitor all failures to apply the moneys from fines, etc., to their proper purpose.*]

4140. TO HOLD TEACHERS' MEETINGS. The county superintendent shall each year hold not less than one teachers' meeting in each township, which the teachers shall be required to attend. If necessary, one school day must be set apart for this purpose.

1901, c. 4, s. 38; 1903, c. 435, s. 17.

[*For convenience, by order of County Board two or more townships may be combined for such meetings.*]

4141. MUST ADVISE AND MAY SUSPEND TEACHERS; MUST ATTEND STATE AND DISTRICT ASSOCIATIONS OF SUPERINTENDENTS. It shall be the duty of the county superintendent to advise with the teachers as to the best methods of instruction and school government, and to that end he shall keep himself thoroughly informed as to the progress of education in other counties, cities and States. He shall have authority to correct abuses, and to this end he may, with the concurrence of a majority of the school committee, suspend any teacher who may be guilty of any immoral or disreputable conduct or may prove himself incompetent to discharge efficiently the duties of a public school teacher or who may be persistently neglectful of such duties. The county superintendent shall be required to visit the public schools of his county while in session, and shall inform himself of the condition and needs of the various schools within his jurisdiction. *He is hereby required to make at the end of each calendar month during the year a brief report to the county board of education, setting forth a statement of his work and activities and of the educational progress in the county for the month. This report shall be made upon blanks prepared and furnished by the State Department of Public Instruction, and a copy of each monthly report shall be sent*

to the State Superintendent of Public Instruction. Unless providentially hindered, he shall attend continuously during its session the annual meeting of the State Association of County Superintendents, and the annual meeting of the District Association of County Superintendents, and the county board of his county shall pay out of the county school fund his traveling expenses, including board, and allow him his per diem while attending such meeting; but county superintendents employed on salary shall not receive any per diem while in attendance on such meeting.

1901, c. 4, s. 39; 1903, c. 435, s. 18; 1905, c. 533, s. 10; 1911, c. 135; 1917, c. 285.

[*It is mandatory that the county superintendent visit the schools, and county boards of education must see that the law is properly observed.*]

4142. MUST DISTRIBUTE BLANKS AND BOOKS AND ADVISE COMMITTEES. It shall be the duty of the county superintendent to distribute to the various school committees of his county all such blanks as may be furnished by the State Superintendent of Public Instruction for reports of school statistics of the several districts; also blanks for teachers' reports and for orders on the treasurer of the county school fund for teachers' salaries. He shall also distribute to the school committees school registers for their respective districts and necessary record books; he shall advise with the committee as to the best methods of gathering the school statistics contemplated by such blanks, and by all proper means shall seek to have statistics fully and properly reported.

1901, c. 4, s. 40.

4143. MUST MAKE REPORTS TO STATE SUPERINTENDENT. It shall be the duty of each county superintendent, on or before the first Monday in July of each year, to report to the State Superintendent of Public Instruction an abstract statement of the number, grade, race and sex of the teachers examined and approved by him during the year; also the number of public schools taught in the county during the year for each race, the number of children of school age in each school district, the number enrolled in each district, the average daily attendance in each district, by race and sex, and the number of all persons in the county between the ages of twelve and twenty-one who can not read and write. He shall also report, by race and sex, the number of pupils enrolled in all the schools, their average attendance, the average length of terms of the schools and the average salary for the teachers of each race; the number of school districts for each race, and any new school districts laid out during the year shall be specified in his report. He shall also report the number of public schoolhouses and the value of the public school property for each race, the number of teachers' institutes held, the number of teachers attending such institutes, together with such suggestions as may occur to him promotive of the school interest of the county. He shall record in his book an accurate copy of such report. If any county superintendent fail or refuse to perform any of the duties required of him by this chapter, he shall be subject to removal from his office by the county board of education upon the complaint of the State Superintendent of Public Instruction.

1901, c. 4, s. 41.

[*Copies of all reports made should be recorded in the record book of the county board for future reference. It would be well to record, also, the treasurer's report.*]

4144. TO REPORT AS TO DEAF AND DUMB AND BLIND CHILDREN. It shall be the duty of the county superintendent to require of the school committees, in enumerating the number of school children, to make a statement in the report of the number of deaf and dumb and blind between the ages of six and twenty-one years, designating the race and sex, and the address of the parent or guardian of such children; and the county superintendents are hereby required to furnish such information to the principals of the deaf and dumb and blind institutions; and the Superintendent of Public Instruction, in preparing blanks for reports required to be made to him, shall include questions the answers to which will furnish the information required by this section.

1901, c. 4, s. 43.

SALARY OF COUNTY SUPERINTENDENT. The salary of the county superintendent of schools shall be fixed by the county board of education. It shall not be less than three dollars per day while engaged in the service of the public schools. The county board of education may fix an annual salary not to exceed four per cent of the disbursements for schools under his supervision. The county board of education of any county whose total school fund exceeds fifteen thousand dollars may employ a county superintendent, for all of his time, at such salary as may be fixed by said board.

Revisal of 1905, v. I, c. 66, s. 2782.

X. THE POWERS AND DUTIES OF THE SCHOOL COMMITTEE

Summary.—THE SCHOOL COMMITTEE IS COMPOSED OF THREE PERSONS. ONE MEMBER IS APPOINTED BY THE COUNTY BOARD ON THE FIRST MONDAY IN JULY, EACH YEAR, FOR A TERM OF THREE YEARS. THESE MAY BE TOWNSHIP OR DISTRICT COMMITTEEMEN, AS THE COUNTY BOARD MAY DETERMINE. EACH SCHOOL COMMITTEE MUST ELECT A CHAIRMAN AND A SECRETARY, AND KEEP AN ACCURATE RECORD OF ALL ITS PROCEEDINGS, AND CONTROL AND CARE FOR THE PUBLIC SCHOOL PROPERTY IN THE PUBLIC INTEREST. THE COMMITTEE IS ALSO CHARGED WITH TAKING THE SCHOOL CENSUS, WITH ASCERTAINING THE NUMBER OF DEAF AND DUMB AND BLIND CHILDREN, AS WELL AS THE NUMBER OF ILLITERATE CHILDREN, BETWEEN THE AGES OF TWELVE AND TWENTY-ONE, AND THE NUMBER OF ADULT ILLITERATES. THE SCHOOL COMMITTEE CAN NOT EXPEND ANY MONEY APPORTIONED FOR INCIDENTAL EXPENSES WITHOUT THE CONSENT OF THE COUNTY BOARD; AND THEY MUST KEEP AN ACCURATE RECORD OF THE EMPLOYMENT OF TEACHERS AND OF ANY SPECIAL FUNDS DISBURSED BY THEM. THEY ARE PROHIBITED FROM OVERDRAWING THE AMOUNT TO THE CREDIT OF THE DISTRICT, AND FROM MAKING A CONTRACT BEYOND THEIR TERM OF OFFICE. CONTRACTS WITH PRIVATE SCHOOLS MAY BE MADE, BY WHICH THE PUBLIC SCHOOL MAY BE TAUGHT IN CONNECTION WITH SUCH SCHOOLS. NO MONEY FOR DISTRICT EXPENSES OF ANY KIND OR FOR THE SALARIES OF TEACHERS MAY BE PAID BY THE COUNTY TREASURER EXCEPT ON AN ORDER SIGNED BY A MAJORITY OF THE COMMITTEE.

4145. QUALIFICATIONS AND ELECTION OF; CARE TAKEN OF SCHOOLHOUSES. The county board of education of each county shall, on the first Monday in July, one thousand nine hundred and thirteen, appoint in each of the townships of the county three intelligent men *of good moral character* and of good business qualifications who are known to be in favor of public education, who shall serve as follows: one for three years, one for two years, and one for one year from the date of their appointment as school committeemen in their

respective townships and until their successors are elected and qualified. On the first Monday in July of each succeeding year, the board of education shall appoint one member of the school committee in place of the member whose term of office has just expired, and who shall continue in office for a period of three years and until his successor is duly appointed and qualified. If a vacancy shall occur at any time, by death, resignation or otherwise, it shall be the duty of the county board of education to fill such vacancy. Such board shall have the power to pay out of the reserve school fund to each member of the township committee thus appointed one dollar per day for not more than four days per annum. Such township committee must take the census in their township by districts, and shall be paid for taking the same at the rate of two cents per name, and may be paid each one dollar per day for not exceeding four days each year for such additional services as may be rendered by the committee in the discharge of their legal duties. Every township committee shall appoint one man in each school district in the township to look after the schoolhouse and property and advise with the committee. The county board of education in each county may, if it deem best, on the first Monday in July, 1913, instead of electing township committeemen, elect for each school of the several townships three school committeemen of intelligence, *good moral character* and good business qualifications who are known to be in favor of public education, who shall serve as follows: one for three years, one for two years, and one for one year from the date of their appointment as committeemen and until their successors are appointed and qualified. And the board of education shall, on the first Monday of July of each succeeding year, appoint one member of the school committee in place of the member whose term of office has just expired and who shall continue in office for a term of three years and until his successor is duly appointed and qualified. If a vacancy should occur at any time, by death, resignation or otherwise, it shall be the duty of the county board of education to fill such vacancy; and in case such school committeemen shall be elected as above, all the powers and duties conferred under this chapter on the township committeemen shall vest in such committeemen of the several schools of the township, who shall serve without compensation.

1901, c. 4, s. 17; 1903, c. 435, s. 6; 1905, c. 533, ss. 17, 18; 1909, c. 769; 1913, c. 149; 1917, c. 285.

[*The committee system should be uniform; there should be only township committeemen in a county, or only district committeemen. Those counties which have adopted the township system find it satisfactory. The general adoption of the township system in this State would be desirable.*]

4146. TO ELECT CHAIRMAN AND SECRETARY; APPEALS FROM. The school committee, as soon as practicable after their election and qualification, not to exceed twenty days, shall meet and elect from their number a chairman and secretary, and shall keep a record of their proceedings in a book to be kept for that purpose. The name and address of the chairman and secretary shall be reported to the county superintendent of public instruction and recorded by him.

1901, c. 4, s. 18.

[*A record book for committeemen will be supplied by the county superintendent.*]

4147. POWERS AND DUTIES AS TO SCHOOL PROPERTY. The school committee shall be entrusted with the care and custody of all schoolhouses, schoolhouse

sites, grounds, books, apparatus or other public school property in the township, with full power to control the same, as they may deem best for the interest of the public schools and the cause of education.

1901, c. 4, s. 19.

4148. CENSUS TO BE TAKEN; REPORTS; DEAF AND DUMB, BLIND, AND ILLITERATE TO BE REPORTED. The school committee of each township or district is hereby required to furnish annually to the county superintendent of schools a census report of all the children of school age in the township or district by name, age, sex, and race, and the names of their parents or guardians. The blanks upon which such reports are to be made shall be furnished to the various school committees by the county superintendent at least two weeks prior to the beginning of the school term in each district, and the report, duly sworn to by the person taking the census, and signed and approved by the members of the committee, shall be returned to the county superintendent on or before the first day of the school term of each school year; and any committee failing to comply with the provisions of this section, without just cause, shall be subject to removal. The school committee is authorized to designate one of the teachers, or some other competent person in each school district, to take the census. The committeeman, or other person taking the census, shall be allowed a sum not exceeding three cents per name for all names reported between the ages of six and twenty-one. The committee shall furnish to the teacher at the opening of the school a complete copy of the census furnished to the county superintendent, which shall be recorded by the teacher in the school register. The census record entered in the register shall show the name, age, and sex of each child of school age in that district, together with the names and addresses of the parents or guardians. The census report shall show also the number of children of compulsory attendance age, and the committee shall furnish the attendance officer a separate list of all children subject to compulsory attendance, containing the name, age, race, and sex of each and the names of their parents or guardians.

There shall also be reported, by race and sex, the number and names of all persons between the ages of twelve and twenty-one who cannot read and write and the number and names, by race and sex, of all persons over twenty-one years of age who cannot read and write, and the number of deaf and dumb and blind between the ages of six and twenty-one years, designating the race and sex and the address of the parents or guardians of such children.

The committee shall also report to the county superintendent, who in turn shall report to the county board of education, the number of public schoolhouses and the value of all public school property for each race, separately.

1901, c. 4, ss. 20, 43; 1901, c. 3, s. 1; 1903, c. 435, s. 7; 1911, c. 135; 1915, c. 236.

[*It is strongly recommended that if possible the teacher or principal of each school be employed to take this census accurately immediately before the beginning of the school term each year, thereby affording opportunity to become acquainted with parents, children, and conditions in the district.*]

4149. TO KEEP A RECORD OF RECEIPTS AND EXPENDITURES; PURCHASE SUPPLIES. The school committee for each township or district shall keep a book in which shall be recorded an itemized statement of all moneys apportioned to, received and expended by them for each school, and a copy of all contracts made by them with teachers. The committee shall have authority to purchase

the supplies necessary for conducting the schools and for repairs, to an amount not to exceed in the aggregate the sum of twenty-five dollars in any one year for each school; but nothing in this section shall be so construed as to give school committees the right to make expenditures without the order of the county board.

1901, c. 4, ss. 21, 35; 1905, c. 533, s. 19.

[*The county superintendent should furnish the committeemen a record book in which to keep their accounts.*]

4150. MUST NOT OVERDRAW. No committee shall give an order unless the money to pay it is actually to the credit of the district, and no part of the school fund for one year shall be used to pay school claims for any previous year.

1901, c. 4, s. 34; 1903, c. 435, s. 16.

4151. PRIVATE SCHOOLS, COMMITTEE MAY CONTRACT WITH; EFFECT. In any school district where there may be a private school regularly conducted for at least six months in the year, unless such private school is a sectarian or denominational school, the school committee may contract with the teacher of such private school to give instruction to all pupils between the ages of six and twenty-one years in the branches of learning taught in the public schools, as prescribed in this chapter, without charge and free of tuition; and such school committee may pay such teacher for such service out of the public school fund apportioned to the district, and the agreement as to such pay shall be arranged between the committee and teacher. Every teacher of the public school branches in such school shall obtain a first grade certificate before beginning his or her work, and shall from time to time make such reports as are required of other teachers under this chapter. The county superintendents of public instruction shall have the same authority in respect to the employment and dismissal of teachers under this section, and in every other respect, as is conferred in other sections of this chapter; and all contracts made under this section shall designate the minimum length of the public school term, which shall not be less than the average length of the public school term of the county of the preceding year. The amount paid such private school for each pupil in the public school branches, based on the average daily attendance, shall not exceed the regular tuition rates in such school for such branches of study. Every school to which aid shall be given under this chapter shall be a public school, to which all children living within the district between the ages of six and twenty-one years shall be admitted free of charge for tuition: *Provided*, that in case of contract with the teacher of a private school, under this section, tuition may be charged for instruction in higher branches of study not mentioned in section four thousand and eighty-seven, if the apportionment of funds for the public school of the district would in the opinion of the county board of education be insufficient to provide instruction in these higher branches of study if the public school were taught separately. The committee may admit pay students over twenty-one years of age.

1901, c. 4, ss. 33, 65; 1903, c. 435, s. 15; 1905 c. 533, s. 12.

XI. THE TREASURER OF THE SCHOOL FUND

Summary.—THE COUNTY TREASURER IS TREASURER OF THE SCHOOL FUND, AND HE MUST GIVE A SEPARATE BOND FOR THE FAITHFUL DISCHARGE OF HIS DUTIES. HE IS ALSO REQUIRED TO KEEP AN ITEMIZED RECORD OF HIS RECEIPTS AND DIS-

BURSEMENTS OF THE SCHOOL FUND, AND TO PAY NO ORDER FOR MONEY UNLESS PROPERLY SIGNED BY THE COMMITTEE AND COUNTY SUPERINTENDENT. THE TREASURER IS ALSO REQUIRED TO BE IN HIS OFFICE ON THE LAST SATURDAY OF EACH MONTH, AND TO KEEP AN ACCOUNT WITH EACH TOWNSHIP AND SCHOOL DISTRICT. ANNUALLY HE MUST REPORT TO THE STATE SUPERINTENDENT AND TO THE COUNTY BOARD, SETTING FORTH ALL THE MONEY TRANSACTIONS OF THE YEAR. THE COUNTY BOARD MAY REQUIRE REPORTS OFTENER THAN ONCE A YEAR. FAILURE TO MAKE PROPER REPORTS CONSTITUTES A MISDEMEANOR. THE COMPENSATION OF THE TREASURER IS TO BE FIXED BY THE COUNTY BOARD, NOT TO EXCEED TWO PER CENT OF HIS DISBURSEMENTS. HE IS ALLOWED NO COMMISSION ON DISBURSEMENT OF STATE LOAN FUND OR FUNDS FROM BONDS UNDER STATE-WIDE BOND ACT, CHAPTER 55. PUBLIC LAWS 1915, AMENDED 1917.

4152. COUNTY TREASURER MADE TREASURER OF SCHOOL FUND; BOND. The county treasurer of each county shall receive and disburse all public school funds, and shall keep the same separate and distinct from all other funds; but before entering upon the duties of his office he shall execute a justified bond, with security, in an amount to be fixed by the board of county commissioners, not less than the moneys received by him or by his predecessor during the previous year, conditioned for the faithful performance of his duties as treasurer of the county school fund, and for the payment over to his successor in office of any balance of school moneys that may be in his hands unexpended. The bond of the treasurer of the county school fund shall be a separate bond, not including liabilities for other funds, and shall be approved by the board of county commissioners, and that board may from time to time, if necessary, require him to strengthen his bond.

COMPENSATION OF COUNTY TREASURER FOR RECEIVING AND DISBURSING SCHOOL FUNDS. (Rev. 1905, sec. 2778.) The county treasurer shall receive as compensation in full for all services required of him such a sum, not exceeding one-half of one per cent on moneys received and not exceeding two and a half per cent on moneys disbursed by him, as the board of county commissioners of the county may allow. As treasurer of the county school fund he shall receive such sum as the board of education may allow him, not exceeding two per cent on disbursements: *Provided*, that said treasurer shall be allowed no commission or compensation for receipts and disbursements of any loan or loans made to the county by the State Board of Education under section four thousand and fifty-three of the Revisal of one thousand nine hundred and five: *Provided*, that in counties where his compensation can not exceed the sum of two hundred and fifty dollars the said treasurer may be allowed a sum not exceeding two and a half per cent on his receipts and his disbursements: *Provided further*, that the County Treasurer of Buncombe County shall receive as compensation in full for all services required of him seventeen hundred and fifty dollars per annum, paid *pro rata* from the county fund and the school fund. The County Treasurer of Gaston County shall receive as compensation in full for all services required of him a yearly salary not exceeding twelve hundred dollars to be fixed by the commissioners of said county. The County Treasurer of Mecklenburg County shall receive as compensation in full for all services required of him a yearly salary not exceeding twenty-seven hundred and fifty dollars, to be fixed by the commissioners of said county; said salaries to be in lieu of all commissions allowed by law. The Treasurer of Martin County shall receive as his commissions two and one-half per cent on all money received by him as general county

fund and two and one-half per cent on all money disbursed by him as general county fund. Commissions on school fund shall remain as already provided by law.

1901, c. 4, ss. 46, 47; Revisal 1905, c. 66, s. 2778; 1913, c. 149.

4153. BOND, ACTION ON. The board of county commissioners shall bring action in the name of the State upon the relation of such board for any breach of the bond of the treasurer of the county school fund, and on its failure to bring such action it may be brought in the name of the State on the relation of any taxpayer.

1901, c. 4, s. 47.

4154. TO KEEP DETAILED ACCOUNT OF RECEIPTS; TO ACCEPT MONEY ONLY. The treasurer of the county school fund shall keep a book in which shall be entered a full and detailed account of all public school moneys received by him, the name of each person paying him school money, the source from which the same may have been derived, and the date of such payment. In his settlement with the sheriff or other collecting officer of public school funds the treasurer shall receive money only.

1901, c. 4, s. 52.

4155. TO PAY ONLY SUCH ORDERS AS ALLOWED HEREIN. Every order for the payment of a teacher's salary, for building, repairs, school furnishing or for the payment of money for any purpose whatsoever, before it shall be a valid voucher for the county treasurer, shall be signed first by at least two members of the school committee, then by the county superintendent. No order shall be signed by the county superintendent for more money than is to the credit of that district for the fiscal year, nor shall he endorse the order of any teacher who does not produce a certificate as required by law. The treasurer shall not pay any school money for building or repairing any schoolhouse unless the site on which it is located has been donated to or purchased by the county board of education and the deed for the same regularly executed and delivered to such board and probated and registered in the office of the register of deeds for the county and delivered to the clerk of the Superior Court, to be by him safely deposited with his valuable official papers and surrendered to his successor in office.

1901, c. 4, s. 48.

4156. TO BE AT HIS OFFICE ON LAST SATURDAY IN MONTH. The treasurer of the county school fund shall, on the last Saturday of each month, attend at his office for the purpose of paying school orders, but this shall not prevent the payment of orders at other times.

1901, c. 4, s. 58.

4157. TO KEEP AN ACCOUNT WITH EACH TOWNSHIP AND DISTRICT; ANNUAL REPORT OF BALANCES. It shall be the duty of the treasurer of the county school fund to keep a book in which he shall open an account with each township in the county, showing the amount apportioned to such township by the county board of education. He shall also open an account with each school district, showing the amount apportioned to such district. He shall record all payments of school money, giving the date, the amount, the person to whom paid and for what purpose paid. He shall balance the account of each township and district annually on the thirtieth of June, and shall report by letter or printed circular, within ten days thereafter, such balances to the county board of education and to the school committee.

1901, c. 4, s. 49.

4158. TO REPORT ANNUALLY TO STATE SUPERINTENDENT AND TO COUNTY BOARD. The treasurer of any county, town or city school fund shall report to the State Superintendent of Public Instruction on the first Monday of August of each year the entire amount of money received and disbursed by him during the preceding school year, designating by items the amounts received, respectively, from property tax, poll tax, liquor licenses, fines, forfeitures and penalties, auctioneers, estrays, from State Treasurer and from other sources. He shall also designate by item the sum paid to teachers of each race, respectively, for schoolhouses, school sites in the several districts, and for all other purposes, specifically and in detail, by item, and on the same date he shall file a duplicate of such report in the office of the county board of education. He shall make such other reports as the county board of education of the county may require from time to time. Whenever the sheriff or other collecting officer pays over money to the treasurer of the school fund he shall designate the items as indicated in this section, and these items shall be stated in the receipts given by the treasurer. In all counties in which the office of county treasurer has been abolished all banks or other corporations handling the public school funds shall be required to make all reports thereof required of the treasurer of the county school funds under sections four thousand one hundred and fifty-seven and four thousand one hundred and fifty-eight of the Revisal of one thousand nine hundred and five as amended by any subsequent legislation.

1901, c. 4, ss. 51, 56; 1913, c. 149; 1915, c. 236.

4159. DUTIES ON EXPIRATION OF HIS TERM. Each treasurer of the county school fund, in going out of office, shall deposit in the office of the board of education of his county his books in which are kept his school accounts, and all records and blanks pertaining to his office. If the term of office of any treasurer shall expire on the thirtieth day of November during any fiscal school year; or if for any reason he shall hold office beyond the thirtieth day of November and not for the whole of the current fiscal school year, he shall at the time he goes out of office file with the county board of education and with his successor a report, itemized, as required by the next preceding section, covering the receipts and disbursements for that part of the fiscal school year from the thirtieth of June preceding to the time at which he turns over the office to his successor, and his successor shall include in his report to the State Superintendent the receipts and disbursements for the current fiscal year.

1901, c. 4, ss. 57, 58.

4160. TO EXHIBIT BOOKS, VOUCHERS AND MONEY TO COUNTY BOARD. The treasurer of the county school fund shall, when required by the county board of education, produce his books and vouchers for examination and shall also exhibit all moneys due the public school fund of the county at such settlement required by this chapter.

1901, c. 4, s. 50.

TREASURER FAILING TO REPORT. (Rev. 1905, sec. 3839.) If any treasurer of the county, town or city school fund shall fail to make reports required of him at the time and in the manner prescribed, or to perform any other duties required of him by law, he shall be guilty of a misdemeanor and be fined not less than fifty dollars and not more than two hundred dollars or imprisoned not less than thirty days nor more than six months, in the discretion of the court.

Revisal of 1905, v. I, c. 81, s. 3839; 1913, c. 149.

XII. PRIVILEGES AND DUTIES OF TEACHERS

Summary.—ALL TEACHERS ARE ELECTED BY THE SCHOOL COMMITTEE, BUT ELECTION MUST BE APPROVED BY THE COUNTY SUPERINTENDENT. A TEACHER CAN NOT BE DISMISSED EXCEPT FOR CAUSE, AFTER WRITTEN CHARGES HAVE BEEN PREFERRED AND AN INVESTIGATION HELD. NO CONTRACT IS LEGAL UNLESS IT WAS ENTERED INTO WITH THE COMMITTEE AT A REGULARLY CALLED MEETING, AND UNLESS THE CONTRACT DOES NOT EXTEND BEYOND THE TERM OF OFFICE OF THE COMMITTEE, AND UNLESS THE COMPENSATION WHICH THE CONTRACT NAMES IS WITHIN THE SALARY LIMIT PRESCRIBED BY THE COUNTY BOARD FOR THE PARTICULAR SCHOOL CONTRACTED FOR. EXAMINATION AND CERTIFICATION OF TEACHERS AND SUPERINTENDENTS ARE UNDER THE CONTROL OF THE STATE BOARD OF EXAMINERS AND INSTITUTE CONDUCTORS. SEE CHAPTER 146, PUBLIC LAWS 1917. THE SECOND GRADE CERTIFICATE ENTITLES THE HOLDER TO TEACH ONE YEAR AND LIMITS THE HOLDER'S SALARY TO $35 PER MONTH. HOLDERS OF THIRD-GRADE CERTIFICATES CAN BE EMPLOYED ONLY AS ASSISTANTS. ALL TEACHERS MUST BE 18 YEARS OF AGE OR OVER. NO DIPLOMA OF ANY COLLEGE OR NORMAL SCHOOL GIVES ITS HOLDER THE RIGHT TO TEACH, THOUGH CREDITS MAY BE ALLOWED BY THE STATE BOARD OF EXAMINERS ON THE BASIS OF ACADEMIC AND PROFESSIONAL TRAINING. EVERY TEACHER MUST KEEP CERTAIN RECORDS AND MAKE CERTAIN REPORTS BEFORE SALARY CAN BE COLLECTED; MUST ENCOURAGE MORALITY AND GOOD ORDER AND MAINTAIN DISCIPLINE. EVERY TEACHER IS REQUIRED ONCE EVERY TWO YEARS TO ATTEND THE COUNTY INSTITUTE, IF HELD. IMMORAL AND WILLFULLY DISOBEDIENT PUPILS MAY BE DISMISSED BY THE TEACHER. THERE IS NO REGULATION FORBIDDING CORPORAL PUNISHMENT.

4161. SCHOOL COMMITTEE TO EMPLOY AND DISMISS TEACHERS; NOTICE; CONTRACTS. The school committee shall have authority to employ and dismiss teachers, but no teacher shall be dismissed until charges shall have been filed in writing with the county superintendent, and after a hearing shall have been had before the committee of the district in which such teacher is teaching, after two days notice to such teacher. The committee shall meet at convenient times and places for the employment of teachers for the public schools, and no teacher shall be employed by any committee except at a regularly called meeting of such committee, due notice of such meeting having been given at three public places by the committee. The county board of education of each county shall fix annually a day and place in each township for the meeting of the township or district committeemen of said townships, who shall, in conference with the county superintendent, with whom application must have previously been filed by all applicants, select the teachers for their respective schools, except for rural public high schools: *Provided*, that no election of any teacher or any assistant teacher shall be deemed valid until such election has been approved by the county superintendent; and no voucher for the salary of a teacher of any school shall be signed by any county superintendent unless a copy of such teacher's contract has been filed with him as herein provided, and unless he shall have received satisfactory evidence that such teacher has been elected in strict accordance with this section. No contract for teachers' salaries shall be made during any year to extend beyond the term of office of the committee, nor for more money than accrues to the credit of the district for the fiscal year during which the contract is made.

4162. [Repealed, chapter 146, section 12, Public Laws 1917.]

4163. AGE, QUALIFICATIONS, CERTIFICATES, GRADES AND PAY OF; SCHOOL MONTH DEFINED. No person shall be employed as a teacher who does not produce a certificate from the county superintendent or State Superintendent of Public Instruction, dated within the time prescribed by law and continuing to the end of the term. No assistant teacher shall be employed in any one-teacher school until the average daily attendance shall have reached at least forty pupils, and in case the reports of any teacher shall for four consecutive weeks show an average daily attendance of less than forty pupils the assistant teacher may be dismissed. *There shall be an average daily attendance of not less than twenty pupils for each additional teacher employed.* No certificate to teach shall be issued to any person under eighteen years of age. Teachers of second grade shall receive not more than thirty-five dollars per month out of the public fund, and teachers of the first grade may receive such compensation as shall be agreed upon. Teachers of the third grade shall receive not more than twenty dollars per month, but no third-grade certificate shall be renewed and no holder of a third-grade certificate shall be employed except as an assistant teacher. No teacher shall receive any compensation for a shorter term than one month, unless providentially hindered from completing the term. Twenty school days of not less than six hours nor more than seven hours each day shall be a month. The school term shall be continuous, as far as practicable. All laws and clauses of laws granting to or conferring upon the graduates or ex-students or students of any institution of learning, private or public, within this State or elsewhere, immunity, exemption or freedom from the operation of laws of this State requiring persons who desire to teach in free public schools of the State to submit to and pass regular examinations before the county superintendents before being duly qualified to serve as such teachers are hereby repealed. The county board of education shall fix, within the limits above prescribed, the maximum salary to be paid to teachers in each school in the county.

1901, c. 4, ss. 22, 24, 27, 34; 1901, c. 3, s. 2; 1901, c. 535; 1903, c. 435, ss. 9, 16; 1911, c. 135; 1913, c. 149; 1917 c. 285.

[*Committeemen cannot contract to pay any teacher more than the salary fixed for the school by the county board. Such salary may be increased by private subscription and with approval of county board out of local tax funds.*]

4164. SALARY, HOW PAID; CLOSING SCHOOLS FOR NONATTENDANCE OF PUPILS. At the end of every term of a public school the teacher or principal of the school shall exhibit to the school committee a statement of the number of pupils, male and female, the average daily attendance, the number of pupils completing elementary grades, the length of term and the time taught. If the committee is satisfied that the provisions of this chapter have been complied with, they shall give an order on the treasurer of the county school fund, payable to such teacher, for the full amount due for services rendered; but monthly, and, if required by the county superintendent, weekly statements and reports shall be made by the teacher to the committee and to the county superintendent. Orders on the treasurer shall be valid when signed by two members of the committee and countersigned by the county superintendent. When a monthly or weekly report of any school where the district does not contain over one hundred and fifty children shows an average daily attendance of less than one-fifth of the school census, the committee may,

with the approval of the county superintendent of schools, order the school to be closed, and the money due such school shall remain to the credit of that school; but all funds remaining to the credit of such school at the close of the school year, unused because of nonattendance, shall be returned to the general fund for reapportionment, unless such nonattendance shall have been caused by providential or other unavoidable causes; and the county board of education, upon the recommendation of the county superintendent, shall have authority to close any school for either race in any township before it shall have continued for the average length of school term for the township in case the attendance does not justify the continuance of the school, and the money remaining to the credit of such district thus closed for nonattendance shall be returned to the general school fund. The county board of education of each and every county is hereby authorized and directed to provide for the prompt payment of all teachers' salaries due at the end of each school month.

1901, c. 4, ss. 23, 24; 1903, c. 435, ss. 8, 9; 1905, c. 533, s. 4; 1911, c. 149.

[*Monthly reports should be required of every teacher, so that this section can be intelligently carried out*

4165. KEEP RECORD; REPORT TO COUNTY SUPERINTENDENT, ALSO TO STATE SUPERINTENDENT, WHEN. Every teacher or principal of a school to which aid shall be given under this chapter shall keep such record of the attendance and classification of pupils as shall be prescribed by the State Superintendent of Public Instruction or the county board of education; and at the end of each term, and, when requested, at other times, every teacher or principal shall report to the county superintendent of schools in such form and manner and on such blanks as shall be furnished by the county superintendent of schools or the State Superintendent of Public Instruction. At the end of every term every principal or teacher of a public school shall report to the county superintendent of schools the length of term of the school, the race for which it was taught, the number, the sex and average daily attendance of the pupils, and the number of the district in which the school is taught, the number of children on census blank not attending any school, number of children under seventeen years of age not attending any school, stating some causes why they did not attend; how many families having children of school age who did not send any of their children to school; how many families did, stating what personal effort had been made to get the children to attend school. The county superintendent shall not approve the final voucher for the salary of any principal or teacher until all reports have been made according to law and until the register has been properly filled out and filed with the county superintendent of schools. The principal or superintendent of every school or institution of learning supported in whole or in part by public funds shall report to the State Superintendent at such time and in such form as he may direct, and shall also report to the county superintendent of the county in which such school or institution of learning is situated.

1901, c. 4, ss. 64, 66; 1903, c. 435, s. 21; 1903, c. 533, s. 11.

[*The county superintendent should always require all reports to be fully and accurately signed before he signs the teacher's voucher for the last month's salary.*]

4166. TO MAINTAIN ORDER AND ENCOURAGE VIRTUE; TO DISMISS IMPROPER PUPILS. It shall be the duty of all teachers of free public schools to main-

tain good order and discipline in their respective schools; to encourage morality, industry and neatness in all of their pupils, and to teach thoroughly all branches which they are required to teach. Pupils who willfully and persistently violate the rules of the school and any of immoral life and character shall be dismissed by the teacher.

1901, c. 4, s. 63.

4167. [Repealed, chapter 146, section 12, Public Laws 1917.]

XIII. RURAL LIBRARIES

Summary.—IN ANY SCHOOL DISTRICT, INCORPORATED TOWNS HAVING AS MANY AS 1,000 INHABITANTS EXCEPTED, THERE MAY BE ESTABLISHED BY AID OF THE STATE, A SCHOOL LIBRARY. THE PATRONS AND FRIENDS OF THE SCHOOL ARE REQUIRED TO RAISE BY PRIVATE DONATIONS AS MUCH AS $10 AND TENDER IT TO THE COUNTY TREASURER. THEREUPON THE COUNTY BOARD OF EDUCATION SHALL APPROPRIATE $10 OUT OF THE GENERAL SCHOOL FUND OF THE COUNTY, AND THE COUNTY SUPERINTENDENT SHALL CERTIFY THE SAME TO THE STATE SUPERINTENDENT. THE STATE SUPERINTENDENT IS THEN REQUIRED TO SEND $10 FROM THE STATE APPROPRIATION TO THE TREASURER OF THE COUNTY, AND THE $30 USED IN THE PURCHASE OF BOOKS SELECTED FROM A LIST APPROVED BY THE STATE SUPERINTENDENT. THE COUNTY BOARD IS REQUIRED TO FURNISH OUT OF THE GENERAL SCHOOL FUND A NEAT BOOKCASE, WITH LOCK AND KEY. THE LIBRARY THUS ESTABLISHED SHALL BE CONDUCTED UNDER RULES AND REGULATIONS PRESCRIBED BY THE STATE SUPERINTENDENT. LIBRARIES MAY BE ENLARGED BY THE ADDITION OF $15 WORTH OF BOOKS, $5 OF WHICH MUST BE RAISED BY PRIVATE DONATIONS, $5 BE APPROPRIATED OUT OF THE GENERAL COUNTY SCHOOL FUND, AND $5 BE GIVEN OUT OF THE STATE APPROPRIATION; AND THE ADDITIONAL BOOKS MUST BE SELECTED FROM A LIST APPROVED BY THE STATE SUPERINTENDENT. AFTER TEN YEARS A DISTRICT IS ENTITLED TO RECEIVE AID FOR A SECOND LIBRARY.

NOTE.—*Sections 4168-4171 relate to Indians of Robeson County and are printed after rural library sections.*

4172. HOW ESTABLISHED; DUTIES OF SCHOOL OFFICIALS; MANAGER APPOINTED. Whenever the patrons and friends of any free public school in which a library has not already been established by aid of the State shall raise by private subscription and tender to the treasurer of the county school fund for the establishment of a library to be connected with such school the sum of ten dollars, the county board of education shall appropriate from the general county school fund the sum of ten dollars for this purpose, and shall appoint one intelligent person in the school district the manager of such library. The county board shall also appoint one competent person, well versed in books, to select books for such libraries as may be established under these provisions from lists of books approved by the State Superintendent of Public Instruction: *Provided*, that after any school district shall have had a library for ten years or longer under the provisions of this section, said school district shall be entitled to receive a second library in accordance with the foregoing provisions of this section.

1901, c. 662, s. 6; 1903, c. 226, s. 1; 1905, c. 381; 1915, c. 236.

4173. STATE BOARD OF EDUCATION TO CONTRIBUTE. As soon as such board shall have made an appropriation for a library in the manner prescribed, the county superintendent shall inform the secretary of the State Board of Edu-

cation of the fact, whereupon the State Board shall remit to the treasurer of the county school fund the sum of ten dollars additional for the purchase of books.

1901, c. 662, s. 7; 1903, c. 226, s. 2; 1905, c. 381, s. 2.

4174. BOOKS AND BOOKCASES, HOW PURCHASED. Within thirty days after the payment of the money to the treasurer of the county school fund, the person appointed to select the books shall submit the list of books to be purchased and prices of same, to such treasurer, who shall order the books at once. The treasurer shall receive no compensation except his regular commission. The county board shall furnish, at the expense of the general county school fund, a neat bookcase, with lock and key, to each library, upon application of the county superintendent.

1901, c. 662, s. 8; 1903, c. 226, s. 3; 1905, c. 381, s. 3.

4175. RULES TO BE MADE BY STATE SUPERINTENDENT. The local manager of every library shall carry out such rules and regulations for the proper use and preservation of the books as may be established by the State Superintendent of Public Instruction, and shall, on or before June thirtieth of each year, make to the State Superintendent of Public Instruction such reports as he shall require.

1901, c. 662, s. 9; 1903, c. 226, s. 4; 1905, c. 381, s. 4.

[*The State Superintendent will furnish a copy of the rules on application.*]

4176. EXCHANGE OF LIBRARIES. The local managers of two or more libraries may, by agreement, exchange libraries; but no exchange shall be made oftener than once in six months, and no part of the expense of exchanging libraries shall be paid out of the public funds.

1901, c. 662, s. 10; 1903, c. 226; s. 5; 1905, c. 381, s. 5.

4177. ENLARGEMENT OF LIBRARIES, APPROPRIATIONS FOR. Whenever the patrons and friends of any free public school in which a library has been established under the provisions of this sub-chapter shall raise by private subscription and tender to the treasurer of the county school fund the sum of five dollars for the enlargement of the library, the county board of education shall appropriate from the general school fund the sum of five dollars, and the State Board of Education shall remit to the treasurer of the county school fund the sum of five dollars. The money thus collected and appropriated shall be used for the enlargement of libraries already established under the same rules and restrictions as govern the establishment of new libraries.

1903, c. 226, s. 6; 1905, c. 381, s. 6.

4178. NUMBER OF LIBRARIES LIMITED; CITIES AND TOWNS EXCLUDED, WHEN. Not more than six new libraries, in addition to those already established, shall be established biennially in any county under the provisions of the preceding sections, and not more than six libraries already established in any county shall be entitled biennially to the benefits of section six of this act: *Provided*, that after November thirtieth, one thousand nine hundred and six, and after November thirtieth of every second year thereafter, if any of the aforesaid biennial appropriation for the years ending on such date shall still be in the hands of the State Treasurer, any free public school which shall fulfill the conditions set forth in the preceding sections shall be entitled to receive the benefits of this act, regardless of the number of libraries already established in the county in which said school is located, until the aforesaid balance of each biennial appropriation available for the

purpose is exhausted. No school district in any incorporated town with a population exceeding one thousand persons shall receive any moneys under the provisions of this act.

1901, c. 662, s. 12; 1903, c. 226, s. 8; 1905, c. 381, ss. 8, 9.

[*After the biennial period has passed, the libraries not taken during that period may be taken by any county desiring them.*]

4179. ADDITIONAL APPROPRIATIONS OF STATE FUNDS. The sum of seven thousand five hundred dollars of the appropriation for the public schools of the State is hereby biennially appropriated and set apart to be expended by the State Board of Education under the provisions of this subchapter: *Provided*, that of each biennial appropriation a sum not exceeding five thousand dollars may be expended by the State Board of Education in the establishment of new libraries, and a sum not exceeding two thousand five hundred dollars may be expended by the State Board of Education in the enlargement of libraries according to the provisions of sections four thousand one hundred and seventy-seven of this subchapter: *Provided further*, that any balance of the biennial appropriation of two thousand five hundred dollars for the enlargement of libraries remaining in the hands of the State Treasurer at the end of each biennial period shall be used for the establishment of new libraries in accordance with the provisions of section four thousand one hundred and seventy-two of the Revisal of one thousand nine hundred and five of North Carolina.

1901, c. 662, s. 11; 1903, c. 226, s. 7; 1905, c. 381, s. 7; 1909, c. 525.

XIV. SEPARATE SCHOOLS FOR INDIANS OF ROBESON COUNTY

The provisions of the school law relating to the Croatan Indians of Richmond, Sampson, and Robeson counties are as follows:

4168. SEPARATE SCHOOLS FOR. The persons residing in Robeson, Sampson, and Richmond counties, supposed to be descendants of a friendly tribe once residing in the eastern portion of the State, known as Croatan Indians, and their descendants, shall be known and designated as the Indians of Robeson County, and they and their descendants shall have separate schools for their children, school committees of their own race and color, and shall be allowed to select teachers of their own choice, subject to the same rules and regulations as are applicable to all teachers in the general school law, and there shall be excluded from such separate schools for the Indians of Robeson County all children of the negro race to the fourth generation.

1885, c. 51, s. 2; 1889, c. 60, s. 1; 1911, c. 215.

4169. COUNTY BOARD TO CARRY PROVISIONS INTO EFFECT. It shall be the duty of the county board of education to see that the next preceding section is carried into effect, and shall for that purpose have the census taken of all the children of such Indians and their descendants between the ages of six and twenty-one, and proceed to establish such suitable school districts as shall be necessary for their convenience, and take all such other and further steps as may be necessary for the purpose of carrying such section into effect; and where any children, descendants of such Indians, shall reside in any district in such counties of Robeson and Richmond in which there are no separate schools provided for their race they shall have the right to attend any of the public schools in the county provided for their race, and their share of the public school fund shall be appropriated to their education upon the cer-

tificate of the school committee in the district in which they reside stating that they are entitled to attend such public schools

1885, c. 51, ss. 3, 4.

4170. PRO RATA SHARE OF SCHOOL FUNDS KEPT SEPARATE. The treasurer of the county school fund and other proper authorities whose duties are to collect, keep, and apportion the school fund shall procure from the county board of education the number of children in the county between the ages of six and twenty-one, belonging to such Indian race, and shall set apart and keep separate their *pro rata* share of the school funds, which shall be paid out under the same rules in every respect as are provided in the general school law and in the next preceding section.

1885, c. 51, s. 4.

4171. GENERAL SCHOOL LAW APPLICABLE TO. The general public school law shall be applicable in all respects to such separate schools for the Indians of Robeson County, except where such general law is repugnant to these special provisions relating to such schools, and these special provisions for separate schools for Croatan Indians shall apply only to the counties of Robeson, Sampson, and Richmond.

1885, c. 51, s. 5; 1911, c. 215.

LAWS RELATING TO THE ADOPTION OF TEXT-BOOKS

4057. TEXT-BOOK COMMISSION CREATED. The State Board of Education is hereby constituted a State Text-book Commission, whose duty it is, acting conjointly with the subcommission, to select and adopt a uniform series or system of text-books for use in the public schools in the State of North Carolina, and who shall serve without compensation. The Governor shall be *ex officio* president of such commission and the Superintendent of Public Instruction its secretary.

1901, c. 1, ss. 1, 2, 7, 20; 1911, c. 118.

4058. POWERS; TERM OF CONTRACTS MADE BY. The commission may from time to time make any necessary regulations, not contrary to the provisions of this chapter, to secure the prompt distribution of the books herein provided for, and the prompt and faithful performance of all contracts. At any time within six months before the expiration of the contracts now in force for furnishing books to the public schools, the commission may advertise for new bids or proposals, as required by this chapter, and enter into such other contracts as they may deem best for the interest of the patrons of the public schools of the State. Any contract entered into or renewed shall be for the term of five years.

4059. TERM OF OFFICE AND POWERS. The commission shall maintain its organization during the five years of the continuance of the contract now in force, and at any time within six months before the expiration of the same shall advertise for new bids, or proposals, as required by this chapter in the first instance, and enter into such other contracts as it may deem best for the interest of the patrons of the public schools of the State; and the commission may from time to time make any necessary regulations not contrary to the provisions of this chapter to secure the prompt distribution of books herein provided for, and the prompt and faithful performance of all contracts.

1901, c. 1, s. 14; 1911, c. 118.

4060. CHARACTER AND REQUISITES OF BOOKS TO BE ADOPTED. The uniform series of text-books to be selected by the commission and the subcommission shall include the following branches, to wit: Orthography, defining, reading, writing, drawing, arithmetic, geography, grammar, language lessons, history of North Carolina containing the Constitution of the State, history of the United States containing the Constitution of the United States, physiology, hygiene, nature and effect of alcoholic drinks and narcotics, elements of civil government, elements of agriculture. None of such text-books shall contain anything of a partisan or sectarian character, and all shall be written or printed in English.

1901, c. 1, ss. 2, 8; 1911, c. 118.

4061. EXCLUSIVE USE OF BOOKS ADOPTED BY. The books adopted by the commission and subcommission as a uniform system of text-books shall be introduced and used as text-books, to the exclusion of all others, in all the public free schools in the State for a period of five years from the date of adoption; and it shall not be lawful for any school officer, director, or teacher to use any books upon the same branches other than those adopted by the

commission. Nothing herein shall prevent the use of supplementary books, but such supplementary books shall not be used to the exclusion of the books prescribed or adopted under the provisions of this chapter; nor shall anything herein prevent the teaching in any school any branch higher or one more advanced than is embraced in the next preceding section, nor the use of any book upon such higher branch of study, but such higher branch shall not be taught to the exclusion of the branches mentioned and set out in the next preceding section.

4062. CAN PURCHASE ELSEWHERE WHEN CONTRACTOR FAILS TO SUPPLY; TEACHER ALLOWING OTHER BOOKS DISMISSED. Nothing herein shall prevent or prohibit the patrons of the public schools throughout the State from procuring books in the usual way, in case no contract shall be made or the contractor fails or refuses to furnish the books provided for in this chapter at the time required for their use in the respective schools. If any teacher shall willfully use or permit to be used in his school any text-book upon the branches embraced in this chapter, where the commission has adopted a book upon that branch, other than the one so adopted, the county board of education shall discharge and cancel the certificate of such teacher or school superintendent; but they may use or permit to be used such book or books as may be owned by the pupils of the school at the time of the adoption until such books are worn out, not exceeding one year from the date of adoption.

1901, c. 1, ss. 2, 16, 17, 18; 1911, c. 118.

4063. SUBCOMMISSION TO BE APPOINTED. It shall be the duty of the Governor and the State Superintendent of Public Instruction to appoint a subcommission of six members, to be selected from among the teachers or county superintendents actually engaged in school work in this State; and members of the subcommission actually serving shall be paid a per diem of four dollars per day during the time that they are actually engaged in such service, and in addition shall be repaid all money actually expended by them in payment of necessary expenses, to be paid out of the public funds of the State Treasury, and they shall make out and swear to an itemized statement of such expenses.

1907, c. 835, s. 1, par. (b); 1911, c. 118, s. 1, par. (f).

4064. OATH OF SUBCOMMISSIONERS. Each member of the subcommission, before entering upon the discharge of his duties, shall take and subscribe an oath to act honestly, conscientiously, and faithfully, and that he is not now, has not within two years prior to his appointment, been agent or attorney for or in the employment of or interested in any book or publishing house, concern or corporation making or proposing to make bids for the sale of books, pursuant to the provisions of this chapter, and that he will carefully and faithfully examine all books submitted, and make true report thereon, as herein directed and prescribed. Such oath shall be filed in the office of the Secretary of State.

1901, c. 1, s. 5.

4065. EXAMINATION OF BOOKS BY SUBCOMMISSION, AND REPORT THEREON. To the subcommission shall be referred all books sent to the State Text-book Commission as specimen copies or samples upon which bids are to be based; and it shall be the duty of the subcommission, in executive session, to examine and report upon the merits of the books, irrespective of the price, taking into consideration the subject-matter of the books, their printing, their

material, and their mechanical qualities and their general suitability and desirability for the purposes for which they are desired and intended. The subcommission shall report to the commission at such time as the commission shall direct, arranging each book in its class or division and reporting books in the order of their merit, pointing out the merits and demerits of each, and indicating what book it recommends for adoption first, what book is its second choice, and its third choice, and so on, pursuing this plan with the books submitted upon each branch of study; and if the subcommission shall consider different books upon the same subject or of the same class or division of approximately even merit, all things being considered, it shall so report, and, if it considers that any book offered is of such a class as to make it inferior and not worthy of adoption, shall in its report so designate such book. In its report it shall make such recommendations and suggestions to the commission as it shall deem advisable and proper to make.

1901, c. 1, ss. 3, 4.

4066. REPORT, WHEN OPENED AND WHERE FILED. The report of the subcommission shall be kept secret and sealed up and delivered to the secretary of the commission, and shall not be opened by any member of the commission until the commission and the subcommission shall meet in joint executive session to open and consider the bids or proposals of publishers or others desiring to have books adopted by the commission; and when such commission shall have finished with such report it shall be filed and preserved in the office of the Superintendent of Public Instruction, and shall be open at all times for public inspection.

1901, c. 1, ss. 4, 6; 1911, c. 118.

4067. SELECTION AND ADOPTION OF BOOKS BY THE COMMISSION AND THE SUBCOMMISSION. The commission and subcommission in their selection and adoption of a uniform series of text-books shall consider the merits of the books, taking into consideration their subject-matter, the printing, binding, material, and mechanical quality, their general suitability, and desirability for the purposes intended, and the price. The Text-book Commission and the subcommission in joint session shall select and adopt such books as will, in their judgment, best accomplish the ends desired; and in case any books are deemed by them suitable for adoption and more desirable than other books of the same class or division submitted, and in case they consider the price at which such books are offered to be unreasonably high, and that the same should be offered at a smaller price, they are hereby authorized and directed to notify immediately the publishers of such books of their decision, and request such reduction in price as they deem reasonable or just; and if they shall agree on a price with such publishers they may adopt such books; but upon failure to agree upon price, they shall use their sound judgment and discretion as to the adoption of those or of other books deemed by them to be the next best in the list submitted.

1911, c. 118, s. 1, par. (h).

4068. ADVERTISEMENT FOR BIDS. At any time within six months before the expiration of the now existing contracts, the commission shall advertise, in such manner and for such a length of time and at such places as may be deemed advisable, that at a time and place fixed definitely in the advertisement sealed bids or proposals will be received from the publishers of school text-books for furnishing books to the public schools in the State of North Carolina, through agencies established by the publishers in the several

counties, and in the several places in the counties of the State as may be provided for in such regulations as the commission may adopt and prescribe. The advertisement shall also state in substance the requirements of the next succeeding section, and shall reserve the right to the commission to reject all bids.

1901, c. 1, ss. 1, 7, 11, 14; 1911, c. 118.

4069. BIDS, HOW MADE; CONTENTS OF. The bids or proposals shall be for furnishing books for a period of five years, and no longer, and no bid for a longer period shall be considered. The bids shall state specifically and definitely the price at which books are to be furnished, and shall be accompanied by ten or more specimen copies of each and every book proposed to be furnished; and it shall be required of each bidder to deposit with the Treasurer of the State a sum of money, such as the commission may require, not less than five hundred nor more than twenty-five hundred dollars, according to the number of books each bidder may propose to supply, and such deposits shall be forfeited absolutely to the State if the bidder making the deposit of any sum shall fail or refuse to make and execute such contract and bond, as is hereinafter required, within such time as the commission shall require. All bids shall be sealed and deposited with the Secretary of State, to be by him delivered to the commission when in executive session, for the purpose of considering the same, when they shall be opened in the presence of the commission; and each person or publisher making a bid for the supplying of any books shall state in such bid or proposal the exchange price at which such books shall be furnished. It shall be the duty of the Secretary of State to carefully preserve in his office as the standard of quality and excellence to be maintained in such book during the continuance of the contracts for furnishing the same, the specimen or sample copies of all books which have been the basis of any contract, together with the original bid or proposal.

1901, c. 1, ss. 7, 9, 10.

4070. BIDS AND PROPOSALS MAY BE REJECTED. The commission shall have and reserve the right to reject any and all bids or proposals if of the opinion that any or all should for any reason be rejected; and, in case it fail from among the bids or proposals submitted to select or adopt any books upon any of the branches prescribed by this chapter, may advertise for sealed bids or proposals, under the same terms and conditions as before, and proceed with its investigations in all respects as in the first instance and as required by the terms and provisions of this chapter; and the commission shall have and reserve the same rights in cases of advertisement for and presentation of bids and proposals for manuscripts and unpublished books hereinafter provided for in this chapter.

1901, c. 1, s. 11.

4071. MANUSCRIPTS AND UNPRINTED BOOKS MAY BE ADOPTED. In the event that the commissoin rejects the bids for furnishing any book, or in case it fail to adopt any book of the classes required, it may advertise for sealed bids or proposals from authors or publishers of text-books who have manuscripts or books not yet published, for prices at which they will publish and furnish in book form such manuscripts for use in the public schools of North Carolina, proceeding in like manner as in bids for furnishing books; but the State itself shall not under any circumstances enter into any contract binding it to pay for the publication of any book, but in the contract with the owner of the manuscript it shall be provided that he shall pay the

compensation to the publisher for the publication and putting in book form the manuscript, together with the cost and expense of copyrighting the same. All such bids or proposals shall be accompanied with a cash deposit of from five hundred to twenty-five hundred dollars, as the commission may direct and as heretofore provided in this chapter; and it is expressly provided that any person now doing business or proposing to do business in this State shall have the right to bid for the contract to be awarded hereunder in manner as follows: In response to the advertisement such person may submit his written bid to edit or have edited, published, and supplied for use in the public schools in this State any book provided for hereunder. Instead of filing with the bid or proposal a sample or specimen or copy of each book proposed to be furnished, he may exhibit to the commission, in manuscript or printed form, the matter proposed to be incorporated in any book, together with such a description and illustration of the form and style thereof as will be fully intelligible and satisfactory to the commission, or he may submit a book the equal of which in every way he proposes to furnish, and he shall accompany his bid or proposal with the cash deposit hereinbefore required. All such books and manuscripts shall be examined and reported upon by the subcommission before being adopted.

1901, c. 1, s. 11.

4072. COMMISSION TO DELIVER SAMPLE BOOKS TO SUBCOMMISSION. It shall be the duty of the commission to meet at the time and place designated in the advertisement and take out the sample or specimen copies submitted, upon which the bids are based, and refer and submit them to the subcommission, as provided for and directed in this chapter, with instructions to the subcommission to report at a time specified, with the classification and recommendation, as provided in this chapter.

1901, c. 1, s. 8.

4073. ADOPTION OF BOOKS. When the report of the subcommission is submitted it shall be the duty of the commission and the subcommission to meet in joint executive session to open and examine all sealed proposals submitted and received in pursuance of the notice or advertisement provided for in this chapter. It shall be the duty of the commission and the subcommission to examine and consider all such bids or proposals, together with the report and recommendation of the subcommission, and determine, in the manner provided in this chapter, what books, upon the branches hereinabove mentioned, shall be selected for adoption, taking into consideration the size, quality as to the subject-matter, material, printing, binding, and the mechanical execution, and price, and the general suitability for the purpose desired and intended. After the selection or adoption shall have been made, the commission shall award the contracts, and shall by registered letter notify the publishers or proposers to whom the contracts have been awarded. But the commission shall not in any case contract with any person for the use of any book which shall be sold to patrons for use in any public school in the State in excess of the price at which such book is to be furnished by such person, under contract, to any State, county, or school district in the United States under like conditions as those prevailing in this State and under this chapter.

1901, c. 1, ss. 8, 9; 1911, c. 118.

4074. CONTRACT, HOW EXECUTED. Upon the awarding of the contracts it shall be the duty of the Attorney-General to prepare the same in accordance with the terms and provisions of this chapter. On behalf of the State the

contracts shall be executed by the Governor and Secretary of State, and the seal of the State shall be set thereto. All such contracts shall be executed in triplicate, of which one shall be kept by the secretary of the commission, one shall be filed in the office of the Secretary of State, and one shall be retained by the contracting party. All contracts entered into or renewed under the provisions of this chapter shall be for the term of five years.

1901, c. 1, ss. 8, 14.

4075. CONTRACT; STIPULATION AS TO PRICES AND EXCHANGE OF BOOKS. It shall be stipulated in each contract that the contractor has never furnished and is not now furnishing under contract any State, county, or school district in the United States, where like conditions prevail as are then prevailing in this State and under this chapter, the same books as are embraced in the contract at a price below that stipulated in the contract; and the commission is hereby authorized and directed, at any time that it may find that any books have been sold at a lower price under contract to any State, county, or school district, to sue upon the bond of the contractor and recover the difference between the contract and the lower price for which books have been sold; and it shall also be stipulated in the contract that the contractor shall take up school books in use in this State at the date of such contract, and receive the same in exchange for new books, allowing a price for such old books not less than fifty per cent of the contract price of the new books.

1901, c. 1, ss. 9, 10.

4076. CONTRACT, AS TO LIABILITY OF STATE. It shall always be a part of the terms and conditions of every contract made in pursuance of this chapter that the State of North Carolina shall not be liable to any contractor in any manner for any sum whatever, but all such contractors shall receive pay and compensation solely and exclusively from the proceeds of the sale of books, as provided for in this chapter.

1901, c. 1, s. 10.

4077. CONTRACTS MAY BE CHANGED OR ALTERED. Nothing in this chapter shall prevent the commission and any contractor agreeing thereto from in any manner changing or altering any contract, if four members of the commission shall agree to the change and think it advisable and for the best interest of the public schools of the State.

1901, c. 1, s. 9.

4078. BOOKS MUST COME UP TO SAMPLE. The books furnished under any contract shall at all times during the existence of the contract in all respects be equal to the specimen or sample copies furnished with the bid.

1901, c. 1, s. 9.

4079. BOND OF CONTRACTOR. At the time of the execution of the contract the contractor shall enter into a bond in the sum of not less than ten thousand dollars, payable to the State of North Carolina, the amount of the bond within such limits to be fixed by the commission, conditioned for the faithful, honest, and exact performance of his contract, and shall further provide for the payment of reasonable attorneys' fees in case of recovery in any suit upon the same, with three or more good and solvent sureties, actual citizens and residents of this State, or any guaranty company authorized to do business in this State may become the surety on such bond; and it shall be the duty of the Attorney-General to prepare and approve such bonds. The commission may at any time, by giving thirty days notice, require additional security or additional bond.

1901, c. 1, ss. 8, 9.

4080. ACTIONS ON THE BOND. In case any contractor shall fail to execute specifically the terms and provisions of his contract, the commission is hereby empowered and directed to bring an action upon the bond of such contractor for the recovery of any and all damages. Such action shall be in the name of the State of North Carolina, and the recovery shall be for the benefit of the public school fund of the State and counties, and when collected shall be placed in the treasury of the school fund. The bond shall not be exhausted by a single recovery, but may be sued on from time to time until the full amount thereof shall be recovered. And it is expressly provided that should any party contracting to furnish books, as provided for in this chapter, fail to furnish them or otherwise break his contract, in addition to the right of the State to sue on the bond hereinabove required, the chairman of the county board of education or any member thereof may sue in the name of the State in the courts of the State having jurisdiction, and recover on such bond the full value of the books so failed to be furnished, for the use and benefit of the school fund of the county. In all such cases service of process may be made on any agent of the contractor in the county, or if no agent is in the county, then service may be made on any agent in charge of any depository, and such service shall be and stand in the place of service on the defendant contractor.

1901, c. 1, ss. 8, 9, 13.

4081. DEPOSITS BY BIDDERS, WHEN RETURNED AND WHEN FORFEITED. When any person shall have been awarded a contract and shall have given the bond required, the commission, through its secretary, shall so inform the Treasurer of the State, and it shall then be the duty of the Treasurer to return to such contractor the cash deposit made by him; and the commission, through its secretary, shall inform the Treasurer of the names of the unsuccessful bidders or proposers, and the Treasurer shall, upon the receipt of this notice, return to them the amounts deposited by them in cash at the time of the submission of their bids. But should any person fail or refuse to execute a contract and give the bond, as required by this chapter, within thirty days after the awarding of the contract to him and the mailing of the registered letter containing notice thereof, which shall be sufficient evidence that the notice was given and received, the cash deposit shall be deemed and is hereby declared forfeited to the State of North Carolina and it shall be the duty of the Treasurer to place such cash deposit in the treasury of the State, to the credit of the school fund.

1901, c. 1, s. 8.

4082. PRICES TO BE PRINTED ON BOOKS. It shall be the duty of all contractors to print plainly on the back of each book the contract price, as well as the exchange price at which it is agreed to be furnished, but the books submitted as sample or specimen copies with the original bid shall not have the price printed on them before they are submitted to the subcommission; and all books shall be sold to the consumer at the retail contract price, and on each book shall be printed the following: "The price fixed hereon is fixed by State contract, and any deviation therefrom should be reported to your county superintendent of public instruction or to the State Superintendent at Raleigh."

1901, c. 1, ss. 9, 13, 19.

4083. AGENCIES FOR THE DISTRIBUTION OF BOOKS TO PATRONS OF PUBLIC SCHOOL; PENALTY. There shall be maintained in each county in the State

not less than one and as many more agencies as the commission, upon recommendation of the county board of education, shall order, to be located at such points as the county board may recommend, for the distribution of books to the patrons, or the contractor shall be permitted to make arrangements with merchants or others for the handling and distribution of the books; and parties living in the county where no agency has been established or no arrangement made for distribution may order the same from one of the contractors, and it shall be the duty of the contractor or contractors to deliver any book so ordered to the person ordering, to his postoffice address, freight, express, postage, or other charges prepaid, at the retail contract price, if the price of the books so ordered shall be paid in advance. The contractors shall maintain one or more joint State depositories at some convenient distributing point or points in the State, at which shall be kept at all times an ample supply of all adopted books for the convenient and expeditious supply of books to the local depositories in the various counties of the State. Whenever demanded and certified by the county superintendent of public instruction of any county to be necessary, to secure and keep on hand an ample supply of books at any local depository, the contractors shall furnish books to such local depository upon consignment. And every contractor shall be required to keep on hand at all times at every established agency in every county an ample supply of books to meet all demands of patrons and purchasers, and upon failure to do so, or upon failure to establish agencies when ordered to do so by the commission, as directed herein, the contractor shall be liable to a penalty of five hundred dollars for each and every failure to comply with the provisions of this section, to be sued for by the Attorney-General in the name of the State in the Superior Court of the county of Wake, for the benefit of the school fund of the county injured by such failure; and if any contractor against whom judgment shall be obtained for such penalty shall fail to pay the same within thirty days after the docketing thereof, he shall forfeit his contract, and the commission shall so declare, and shall thereupon proceed to make a new contract for books with some other contractor. The county superintendent shall notify the contractors annually of the date of opening the public schools, at least thirty days before they open.

1901, c. 1, s. 13; 1903, c. 691, ss. 1, 2; 1911, c. 118, s. 1, par. (1).

4084. CONTRACT PROCLAIMED BY GOVERNOR; NOTICES ISSUED BY STATE SUPERINTENDENT. As soon as the commission shall have entered into a contract for the furnishing or supplying of books for use in public schools it shall be the duty of the Governor to issue his proclamation announcing such fact to the people of the State; and as soon thereafter as practicable the State Superintendent shall issue a circular letter to each county superintendent in the State and to such others as he may desire, which letter shall contain the list of books adopted, the prices, location of agencies, and method of distribution, and such other information as he may deem necessary.

1901, c. 1, ss. 12, 15.

PUBLIC SCHOOL LAW*

AN ACT TO STIMULATE HIGH SCHOOL INSTRUCTION IN THE PUBLIC SCHOOLS OF THE STATE AND TEACHER TRAINING

The General Assembly of North Carolina do enact:

HIGH SCHOOLS ESTABLISHED BY COUNTY BOARD WITH CONSENT OF STATE BOARD—NOT MORE THAN FOUR SCHOOLS TO A COUNTY.

SECTION 1. With the consent of the State Board of Education, the county board of education in any county may in its discretion establish and maintain, for a term of not less than seven school months in each school year, one or more public high schools for the county, at such place or places as shall be most convenient for the pupils entitled to attend and most conducive to the purposes of said school or schools: *Provided, that not more than four public high schools in any one county shall be entitled under the provisions of this act to receive State aid.*

HIGH SCHOOL COMMITTEE TO CONSIST OF THREE PERSONS.

SEC. 2. For each public high school established under this act a committee of three persons shall be appointed by the county board of education, who shall be known as the School Committee of.....Public High School of.....County. The powers, duties, and qualifications of said committeemen shall be similar to those of other public school committeemen. They shall be appointed as follows: one for a term of two years, one for a term of four years, and one for a term of six years; and at the expiration of the term of any committeeman his successor shall be appointed for a term of six years: *Provided*, that in case of death or resignation of any committeeman his successor shall be appointed for the unexpired term only. Within two weeks after appointment the committee shall meet and elect a chairman and a secretary and enter upon the performance of their duties: *Provided further*, that the board of trustees or school committee of any chartered school receiving aid under this act shall serve as the high school committee for said school.

RULES, REGULATIONS, AND COURSE OF STUDY.

SEC. 3. All public high schools established and maintained under the provisions of this act shall be operated by the county board of education, under such general rules and regulations as may be prescribed by the State Board of Education. The courses of study for such high schools and the requirements for admission to them shall be prescribed by the State Superintendent of Public Instruction.

*See, also, c. 211, Public Laws 1917.

SCHOOLS UNDER STATE SUPERVISION—TEACHERS MUST HOLD CERTIFICATES FROM STATE BOARD OF EXAMINERS.

SEC. 4. It shall be the duty of the county board of education to locate all high schools established under this act, to furnish the State Superintendent of Public Instruction with such information relative to said schools as he may require, and to make such local rules and regulations for the conduct of said schools as may be necessary: *Provided*, all public high schools established and aided under this act shall be subject to such inspection as may be directed by the State Superintendent of Public Instruction and shall make such reports as shall be required by him: *Provided further*, that no one shall teach in any public high school that receives State funds under this act who does not hold a high school teacher's certificate from the State Board of Examiners, who shall have power to prescribe a standard of scholarship and examination for same; and *Provided further*, that no one shall be employed as teacher in such high school without the approval of the county superintendent.

HIGH SCHOOLS AIDED MUST HAVE THREE FULL-TIME TEACHERS; TWO IN LOWER GRADES AND AT LEAST ONE IN HIGH SCHOOL.

SEC. 5. No public high school shall be established or maintained under this act in connection with any public elementary school having an annual school term of less than seven months; and every public elementary school operated in connection with a public high school established under this act shall have at least two teachers giving their full time to instruction in the branches of study required to be taught in the public elementary schools of the State; and no public high school shall be entitled to the benefits of this act that does not have at least one duly licensed high school teacher giving his full time to instruction in the high school branches as outlined by the State Superintendent of Public Instruction: *Provided*, that this section shall not be construed to prevent the principal of a public high school from serving as principal of the public elementary school operated in connected therewith to the extent of exercising supervisory and disciplinary functions over said public elementary school.

HIGH SCHOOLS NOT TO BE AIDED IN TOWNS OF MORE THAN TWELVE HUNDRED INHABITANTS; BUT COUNTY BOARD MAY APPROVE ONE CITY HIGH SCHOOL OF STANDARD GRADE FOR PURPOSES OF THIS ACT.

SEC. 6. (SUBSTITUTE FOR.) Public high schools shall not be established and aided under this act in towns or cities of more than twelve hundred inhabitants, except as is hereinafter provided in this section: *Provided*, that the county board of education may approve for the purposes of this act one regularly organized town or city high school of standard grade and may enter into agreement or contract with the board of trustees or committee of said high school whereby students of high school age and grade residing outside the limits of said high school district and public school teachers of the county may be permitted to attend for the full term each year said high

school free of tuition. But no such contract or agreement shall entitle such high school to the benefits of this act until said contract or agreement shall have been approved by the State Board of Education. And when such contract or agreement shall have been approved by the State Board of Education said town or city high school shall be subject to the provisions and entitled to the benefits of this act: *Provided further*, that said town or city high school shall maintain an average daily attendance for the full term of at least twenty high school students from outside the local district.

HIGH SCHOOL FUNDS; HOW RAISED—COUNTY AND DISTRICT EACH REQUIRED TO PUT UP AS MUCH AS THE STATE GIVES—STATE AID MINIMUM, $200; MAXIMUM, $600.

SEC. 7. Before any public high school shall be entitled to receive State aid under the provisions of this act, its application therefor shall have been approved by both the county board of education and the State Board of Education; and the amount of State aid to be given shall be determined by the State Board of Education, and the county board of education shall apportion to each public high school out of the general county fund at least as much as the State apportions to said high school; and the local committee of each public high school receiving State aid under the provisions of this act shall apportion out of the local school fund raised by special tax, or shall raise by private donation or otherwise, at least as much as the State Board of Education apportions to said high school under the provisions of the act; and when the high school committee shall deposit its apportionment with the treasurer to be placed to the credit of said public high school, the county board of education shall make an apportionment out of the general school fund of the county as provided herein, and deposit same with the treasurer to the credit of said public high school. When the treasurer and the county superintendent shall certify to the State Superintendent of Public Instruction that the apportionments by the local committee and the county board of education, herein required, have been duly authorized for any high school, a State warrant shall be issued upon the requisition of the State Superintendent of Public Instruction for such an amount as the State Board of Education shall have approved under the provisions of this act and sent to the treasurer to be placed to the credit of said public high school. All high school funds herein provided and placed to the credit of any high school shall be used exclusively for the payment of teachers' salaries in said high school and for such necessary incidental expenses as may be approved by the State Superintendent of Public Instruction; and said high school funds shall be paid out by the treasurer for the purpose herein specified only upon the order of the public high school committee, approved by the county superintendent of schools: *Provided*, that the amount apportioned by the State Board of Education to any public high school, maintained under the provisions of this act, shall not be less than two hundred dollars nor more than six hundred dollars for any year: *Provided further*, that after a public high school has been approved and established under the provisions of this act, it shall not be discontinued by the county board of education without the consent and approval of the State Board of Education.

TREASURER REQUIRED TO KEEP SEPARATE ACCOUNT OF FUNDS FOR EACH HIGH SCHOOL —MUST REPORT FIRST MONDAY IN JULY.

SEC. 8. The treasurer of the county school fund, or in counties in which the office of treasurer has been abolished, any bank or other corporation handling the public school funds shall be treasurer of the public high school fund, except as is hereinafter provided. He shall keep a separate account of the funds of each public high school, and shall on the first Monday in July of each year, make to the county board of education and to the State Superintendent of Public Instruction a report of all receipts and expenditures of said fund for each separate high school for the preceding year: *Provided,* that the treasurer of any chartered school receiving State aid under the provisions of this act, may in the discretion of the State Board of Education, serve as tresaurer of the public high school fund, but shall receive no commission for disbursing the funds apportioned by the county and the State under the provisions of this act.

HIGH SCHOOLS MUST MAKE AVERAGE ATTENDANCE OF AT LEAST TWENTY—AMOUNT OF APPORTIONMENT CONDITIONED ON ATTENDANCE NUMBER OF TEACHERS GRADE AND CHARACTER OF WORK.

SEC. 9. Every public high school receiving State aid under this act shall maintain an average daily attendance of at least twenty high school students for the required term, and any public high school making an average daily attendance of less than twenty students for the required term shall not be entitled to receive State aid under this act; and any additional amount beyond the minimum apportioned to any public high school under the provisions of this act shall be conditioned, first, upon the average daily attendance above the required minimum for the preceding school year; second, upon the number of full-time high school teachers employed; and third, upon the grade and character of work done by said public high school.

SUM OF ONE HUNDRED THOUSAND DOLLARS ANNUALLY APPROPRIATED.

SEC. 10. The sum of *one hundred* thousand dollars, or so much thereof as may be necessary, is hereby annually appropriated for the purposes of high school instruction and teacher training provided for in this act. *The State Board of Education is hereby authorized to reserve annually of this appropriation an amount not to exceed five hundred dollars, to be paid out upon the requisition of the State Superintendent of Public Instruction in defraying a part of the necessary expense incurred in connection with the supervision and inspection of public high schools receiving aid under the provisions of this act.* The State Board of Education shall have the power to fix such rules and regulations, in accordance with the provisions of this act, as may be necessary for the proper distribution of this fund.

[*Sections 11 to 18, inclusive, relate only to the East Carolina Teachers' Training School.*]

SEC. 19. That this act shall be in force from and after its ratification.

In the General Assembly read three times and ratified this the 8th day of March, A. D. 1907.

1907, c. 820; 1909, c. 525; 1911, c. 135; 1913, c. 149; 1915, c. 236; 1917, c. 227, c. 285.

DEAF CHILDREN MUST ATTEND SCHOOL

AN ACT TO COMPEL WHITE DEAF CHILDREN TO ATTEND SCHOOL

The General Assembly of North Carolina do enact:

SECTION 1. That every deaf child of sound mind in North Carolina shall attend a school for the deaf at least five school terms of nine months each, between the ages of eight years and fifteen years.

SEC. 2. That parents, guardians or custodians of a deaf child or deaf children between the ages of eight and fifteen years shall send said child or children, or cause to be sent, to some school for the instruction of the deaf, at least five terms or sessions of nine months each, between the ages of eight years and fifteen years.

SEC. 3. That parents, guardians or custodians of any deaf children between the ages provided in section two of this act failing to send said deaf child or deaf children to some school for instruction, as provided in this act, shall be guilty of a misdemeanor, and upon conviction shall be fined or imprisoned, at the discretion of the court, for each year said deaf child is kept out of school, between the ages herein provided: *Provided*, that said parents, guardians or custodians may elect two years between said ages of eight and fifteen years that a deaf child or deaf children may remain out of school: *Provided further*, that this section shall not apply to or be enforced against the parent, guardian or custodian of any deaf child until such time as the superintendent of any school for the instruction of the deaf, by and with the approval of the executive committee of such institution, shall in his and their discretion serve written notice on such parent, guardian or custodian, directing that such child be sent to the institution whereof they have charge.

SEC. 4. That it shall be the duty of the school census taker to report name, age and sex of each deaf child in his district, and name of parents, guardians or custodians and their postoffice address, to the county superintendent of education, who shall send said report of names and addresses to the Superintendent of the North Carolina School for the Deaf located at Morganton, N. C.; that said census taker or county superintendent failing to make reports as provided in this act shall be fined five dollars ($5) for each white deaf child not so reported.

SEC. 5. That said fine as provided in section three (3) of this act and said fine of five dollars ($5) provided in section four (4) of this act, when collected, shall be paid to the public school fund of the county in which such child lives.

SEC. 6. That this act shall take effect the first day of September, 1907.

1907, c. 1007; 1915, c. 14.

SCIENTIFIC TEMPERANCE INSTRUCTION

AN ACT RELATING TO SCIENTIFIC TEMPERANCE INSTRUCTION IN THE PUBLIC SCHOOLS

The General Assembly of North Carolina do enact:

SECTION 1. In addition to the branches in which instruction is now required by law to be given in all schools supported wholly or in part by public money, instruction shall also be given as to the nature of alcoholic drinks and other narcotics and their effect upon the human system, in connection with the various divisions of physiology and hygiene, and such subject shall be taught in each school year below the second year in the high schools, and shall be taught as thoroughly as arithmetic and geography are taught in said schools: *Provided*, that the minimum amount of such instruction shall be two lessons each week for ten weeks, or the equivalent of the same, in schools employing one teacher, and three lessons each week for ten weeks, or the equivalent of the same, in schools employing two or more teachers. Such instruction shall be given by the use of text-books in the hands of all pupils in all grades from the fourth grade to the first year in the high school, inclusive, or in corresponding classes in graded schools, and orally to all pupils in the first three or primary grades, by teachers using text-books adapted to such oral instruction as a guide and standard; and all pupils must pass such tests as may be required in other studies before promoting to the next succeeding year's work, and such instruction shall be given as aforesaid to all pupils in all public schools of the State.

SEC. 2. The text-books used for the instruction required to be given by the preceding section shall be graded to the capacities of the pupils, and for students below high school grade such text-books shall give at least one-fifth their space, and for students of fifth school grade they shall give not less than twenty pages to the nature and effects of alcoholic drinks and other narcotics; but no book in which the required amount of this subject shall appear, in whole or part, as a separate chapter at the end of the book shall be considered as complying with the requirements of this statute, and no topical outline of study for the guidance of teachers which reduces the amount of temperance instruction below that which is required by the text-books provided for in this act shall be considered as complying with the intent of the law. No text-book on physiology and hygiene not conforming to this act shall be used in the public schools except so long as may be necessary to fulfill the conditions of any legal adoption existing at the time of the passage of this act.

SEC. 3. In all normal schools, teachers' training classes, teachers' institutes, teachers' associations, summer schools and all other organizations for the equipment of teachers, adequate time and attention shall be given to instruction in the best methods of teaching physiology and hygiene, with special reference to the nature of alcoholic drinks and other narcotics; and no teacher shall be licensed who has not passed a satisfactory examination in this subject and the best method of teaching it.

SEC. 4. That it shall be the duty of the proper officer in control of any school or schools described in the first and third sections of this act to enforce the provisions of this act; and any such officer, school director, committee, superintendent or teacher who shall refuse or neglect to comply with the requirements of this act or shall neglect or fail to make proper provision for the instruction required and in the manner specified by this act for all pupils in each and every school under his control and supervision shall be removed from office and the vacancy filled as in other cases; and if it be satisfactorily proved that trustees or board of education or board of educational institutions, receiving money from the State have failed to enforce this act, as far as they have authority, it shall be deemed sufficient cause for withholding the warrant for the State appropriation of school money to which such district or educational institution would otherwise be entitled.

SEC. 5. This act shall be in full force from and after its ratification.

In the General Assembly read three times and ratified this the 11th day of March, A. D. 1907.

1907, c. 957.

HEALTH LAW

AN ACT TO PREVENT AND CONTROL THE OCCURRENCE OF CERTAIN INFECTIOUS DISEASES IN NORTH CAROLINA

The General Assembly of North Carolina do enact:

SECTION 1. On the second Tuesday of July, one thousand nine hundred and seventeen, all county quarantine officers and all county health officers to whom the duties of county quarantine officer have been assigned, as provided for in chapter 62, Laws of 1911, as amended by chapter 181, Laws of 1913, shall appear before the clerk of the Superior Court in their respective counties and make official oath or affirmation to faithfully enforce this act and its provisions: *Provided*, that in those counties where a county board of health fails or neglects to elect a county quarantine officer on or before the second Tuesday in July, one thousand nine hundred and seventeen, the Secretary of the North Carolina State Board of Health shall appoint a quarantine officer for the said county: *Provided further*, that on refusal or neglect of any quarantine officer, or county health officer acting as quarantine officer, to make, within a period of ten days of the time named in this section of this act, the aforesaid official oath or affirmation to enforce this act and its provisions, the Secretary of the North Carolina State Board of Health is hereby empowered to remove said quarantine or county health officer and to appoint a quarantine officer to enforce this act and its provisions, and on the said appointee all the powers, privileges, and compensation provided for herein for the county quarantine officer are hereby conferred.

SECTION 2. The official term of service of a county quarantine officer, including those now serving, except in those counties where there is a county health officer, shall expire on the first Monday in January of the fourth year from the year of their appointment or election. In those counties having a county health officer who makes official oath or affirmation to enforce this act and its provisions, the office of county quarantine officer shall be coterminus with the office of the said county health officer. The county board of health shall elect a successor to the county quarantine officer, or the county health officer acting as county quarantine officer, on or before the expiration of the term of service of said officer as herein defined: *Provided*, that in case of disqualification for continuance in office of the county quarantine officer, or the county health officer acting as county quarantine officer, by resignation, death, or other disqualification, the county board of health shall, within five days thereafter, elect a county health officer or county quarantine officer to fill out the unexpired term of service: *Provided further*, that in case of the failure of the county board of health to so elect a successor to complete an unexpired term of service of a quarantine officer, or a county health officer acting as county quarantine officer, who has become disqualified for continuance in office, the Secretary of the North Carolina State Board of Health shall immediately appoint a county quarantine officer, who shall make official oath or affirmation to enforce this act and its provisions.

SECTION 3. The county board of health in electing a county quarantine officer shall promptly notify, in writing, the secretary of the North Carolina State Board of Health of such action, and failure to so notify the said secretary shall nullify the election of the county quarantine officer. The county quarantine officer, or the county health officer acting as quarantine officer, shall promptly notify the secretary of the North Carolina State Board of Health, in writing, inclosing certified copy of the oath or affirmation of office taken, of his having taken the oath or affirmation of office, and failure to do so shall be construed as failure to have taken the official oath or affirmation of office.

SECTION 4. Any county quarantine officer, or county health officer acting as county quarantine officer, who fails or refuses to enforce this act or its provisions in his county shall be guilty of a misdemeanor, and on conviction fined not exceeding fifty dollars ($50), and may, if the Secretary of the North Carolina State Board of Health so decide, be disqualified for continuance in office.

SECTION 5. This act shall not apply to incorporated towns and cities of this State having a population, according to the last decennial census, of ten thousand or over, and this act shall not apply to those counties the sanitary administration of which is directed by a joint board of health presiding over both a county and a town or city having a population, according to the last Federal decennial census, of ten thousand or more: *Provided, however*, that the system of quarantine in force in those cities and counties named in this section shall be approved by the North Carolina State Board of Health, and reports of the occurrence of contagious diseases in such cities and counties shall be made to the North Carolina State Board of Health as from all other cities and counties in North Carolina.

SECTION 6. For his services, the county quarantine officer shall be paid monthly, on certification from the Secretary of the North Carolina State Board of Health that the said officer has performed the duties of his office in a satisfactory manner, out of the county funds by the county treasurer, or in those counties that have no county treasurer by that official who performs the usual duties of the treasurer's office. Monthly payments shall be made on a population basis, according to the last decennial Federal census, as follows:

	Per Month
Counties with a population of less than 10,000	$15.00
Counties with a population of from 10,000 to 15,000	17.50
Counties with a population of from 15,000 to 25,000	25.00
Counties with a populaiton of from 25,000 to 40,000	35.00
Counties with a population of from 40,000 to 50,000	45.00
Counties with a population over 50,000	50.00

In addition to the monthly salary paid the quarantine officer, the county treasurer, or the person acting as county treasurer, shall pay to the quarantine officer all financial statements, with receipted bill attached for sums paid out for postage, registration of letters, and disinfectants, the total sum not to exceed ten dollars ($10) in any month nor one hundred dollars ($100) in any one year: *Provided, however*, that the Secretary of the North Carolina State Board of Health shall supply the county quarantine officer, and without cost to the county, with all forms, placards, and literature neces-

sary for carrying out the provisions of this act: *Provided further*, that county authorities may revise their understandings with those county physicians who are acting as both physicians to county charges and as quarantine officer and whose terms of office as quarantine officer shall expire in January, one thousand nine hundred and twenty-one, unless discontinued by death, resignation, or other disqualification, on a basis of compensation adequate to the new duties herein required; but in no case shall the compensation allowed for the services required by this act of quarantine officers be less than that herein named.

SECTION 7. It shall be the duty of every physician to notify the county quarantine officer of the name, address, including the name of the school district, of any person living or residing, permanently or temporarily, in the county about whom such physician is consulted professionally and whom he has reason to suspect of being afflicted with whooping cough, measles, diphtheria, scarlet fever, smallpox, infantile paralysis, typhoid fever, typhus fever, Asiatic cholera, bubonic plague, yellow fever, or other disease declared by the North Carolina State Board of Health to be infectious and contagious, within twenty-four hours after obtaining reasonable evidence for believing that such person is suffering from one of the aforesaid diseases: *Provided, however*, that if the afflicted person is a minor, the physician consulted professionally about such person shall notify the county quarantine officer of the name and address of the parent or guardian of such minor, in addition to the name, address and school district of the person about whom he is professionally consulted and whom he believes to be afflicted with one of the aforesaid diseases.

SECTION 8. It shall be the duty of every parent, guardian or householder, in the order named, to notify the county quarantine officer of the name, address, including the name of the school district, of any person in their family or household about whom no physician has been consulted but whom they have reason to suspect of being afflicted with whooping cough, measles, diphtheria, scarlet fever, smallpox, infantile paralysis, typhoid fever, Asiatic cholera, typhus fever, bubonic plague, yellow fever, or other disease declared by the North Carolina State Board of Health to be infectious or contagious.

SECTION 9. It shall be the duty of the county quarantine officer to report all cases of whooping cough, measles, diphtheria, scarlet fever, smallpox, infantile paralysis, typhoid fever, Asiatic cholera, typhus fever, bubonic plague, yellow fever, or other disease declared by the North Carolina State Board of Health to be infectious or contagious, reported to him by physicians and parents, guardians, or householders, within twenty-four hours of the receipt of such report to the Secretary of the North Carolina State Board of Health at Raleigh, and to make this report to the said secretary on forms supplied him by the said secretary and in accordance with the rules and regulations adopted by the North Carolina State Board of Health.

SECTION 10. The North Carolina State Board of Health shall meet some time preceding the date named herein for this act to take effect, and shall adopt what in their judgment seems to be the necessary rules and regulations governing the management, supervision, or control of the diseases coming within the meaning of this act, and shall cause the said rules and regulations to be published in the North Carolina State Board of Health Bulletin and to be supplied in suitable quantities to all concerned with the

execution of this act, and the North Carolina State Board of Health shall revise the aforesaid rules and regulations from time to time to adjust their requirements to new discoveries and improved methods for dealing with the sources and modes of infection of the diseases mentioned in this act: *Provided, however*, that the rules and regulations adopted by the North Carolina State Board of Health, as provided for in this section, shall be regarded as the minimum requirements, and that the authorities of any county, town or city may adopt such additional rules and regulations for the control of the diseases mentioned in sections seven, eight and nine of this act, and pay such additional fees and salaries as in the judgment of the authorities of such counties, towns and cities seem necessary.

SECTION 11. Any person willfully violating any of the provisions of this act and any person violating any of the rules and regulations adopted by the North Carolina State Board of Health for the control of the diseases mentioned in this act, and as provided for in the preceding section, shall be guilty of a misdemeanor and fined not exceeding fifty dollars ($50), or imprisoned not less nor more than thirty days, at the discretion of the court. In case the offender be stricken with the disease for which he is quarantinable, he shall be subject to the penalty on recovery, unless in the opinion of the Secretary of the North Carolina State Board of Health the penalty should be omitted.

SECTION 12. For the purpose of seeing that this act and the rules and regulations adopted by the North Carolina State Board of Health, provided for in this act, are faithfully executed, a bureau of epidemiology and the office of State Epidemiologist is hereby created, and an appropriation of four thousand dollars ($4,000) for the fiscal year, one thousand nine hundred and seventeen, and thereafter an annual appropriation of six thousand dollars ($6,000) is hereby appropriated. The aforesaid bureau and the State Epidemiologist shall be under the control and supervision of the North Carolina State Board of Health.

SECTION 13. All laws and clauses of laws in conflict with this act are hereby repealed.

SECTION 14. This act shall be in force from and after June first, one thousand nine hundred and seventeen.

1917, c. 263.

SPECIAL COUNTY TAXATION FOR SCHOOLS

AN ACT TO AUTHORIZE ANY COUNTY IN NORTH CAROLINA TO VOTE UPON THE LEVYING AND COLLECTION OF A SPECIAL TAX ON PROPERTY AND POLLS TO SUPPLEMENT THE COUNTY SCHOOL FUND OF SAID COUNTY

The General Assembly of North Carolina do enact:

SECTION 1. That the county commissioners of any county, upon the petition of the county board of education of said county, may order an election to be held in said county to ascertain the will of the people whether there shall be levied on all taxable property and polls of said county a special tax, not to exceed thirty cents on the one hundred dollars valuation of property and ninety cents on each poll, to supplement the county school fund of said county.

SEC. 2. That said election shall be conducted for the county as nearly as may be under the same rules and regulations governing district special school tax elections, as set out in section four thousand one hundred and fifteen of the Revisal of one thousand nine hundred and five of North Carolina.

SEC. 3. That in case a majority of the qualified voters at said election shall vote in favor of said tax, the same shall be annually levied and collected in the same manner and at the same time as other taxes of the county are levied and collected.

SEC. 4. That in case a majority of the qualified voters at said election in any township of said county shall vote for said special tax, the same shall be annually levied and collected in said township in the same manner and at the same time as other taxes are levied and collected, and used to supplement the school fund of said township.

SEC. 5. That in case a majority of the qualified voters at said election in any township or in the entire county shall vote in favor of said special tax, on petition of a majority of the members of the board of trustees or the school committee of any existing special tax district within said township or county so voting, the county commissioners shall reduce the annual special local tax levy of said district by an amount not exceeding the special levy provided for the county or township under this act.

SEC. 6. That in case a majority of the qualified voters at said election in any county shall fail to vote for said special tax, on petition of a majority of the members of the county board of education of said county, the county commissioners may, after thirty days notice, order an election in any subsequent year after the first election for the same purpose and under the same regulations as the first election herein provided for in any or all of the townships of said county that shall have failed to carry said special tax in the former election.

SEC. 7. That the expense of holding said election shall be paid out of the county school fund of said county.

SEC. 8. That this act shall be in full force and effect from and after its ratification.

Ratified this the 3d day of March, A. D. 1911.

1911, c. 71.

STATE EQUALIZING SCHOOL FUND

AN ACT TO PROVIDE FOR A SIX MONTHS SCHOOL TERM IN EVERY PUBLIC SCHOOL DISTRICT OF THE STATE

The General Assembly of North Carolina do enact:

PER CAPITA STATE APPROPRIATION OF TWO HUNDRED AND FIFTY THOUSAND DOLLARS.

SECTION 1. That two hundred and fifty thousand dollars be, and the same is hereby appropriated annually out of the State Treasury for the benefit of the public schools, to be apportioned by the State Board of Education to the respective counties of the State per capita as to school population on the first Monday in January of each year, using the school census of the preceding scholastic year as the basis of apportionment: *Provided*, that the State Board of Education shall annually deduct from said appropriation, before the apportionment thereof, the sum of one thousand five hundred dollars to be used in part payment of the salary and expenses of the Superintendent of the State Colored Normal Schools and inspector and director of the county teachers' institutes and of the teacher-training work of the State, and shall also deduct therefrom biennially in advance seven thousand five hundred dollars to be used for the establishment of rural libraries as provided in section four thousand one hundred and seventy-nine of the Revisal of one thousand nine hundred and five of North Carolina.

WARRANTS, HOW ISSUED.

SEC. 2. Upon requisition of the Superintendent of Public Instruction, the State Auditor shall issue his warrant upon the State Treasurer for the amount due each county, payable to the county treasurer, to be credited to the general public school fund of said county.

STATE EQUALIZING SCHOOL FUND CREATED.

SEC. 3. There shall be set aside annually five cents of the annual *ad valorem* tax levied and collected for State purposes on every one hundred dollars value of real and personal property in this State, and the funds annually arising from said tax shall be held by the State Treasurer as a fund separate and apart from all other funds for State purposes, and shall be known as "The State Equalizing School Fund," and shall be used, as hereinafter directed, to provide a six months school term in every school district in the State, or as nearly a six months term as said funds will provide.

APPROPRIATION OF EQUALIZING FUND—METHOD AND CONDITIONS.

SEC. 4. *On or before the first Monday in December of each and every year the county board of education of each and every county entitled to aid from this fund shall submit to the State Board of Education, on blanks furnished for that purpose by the State Superintendent of Public Instruc-*

tion a sworn itemized statement by districts, showing the number of teachers employed in each district, the grade or class and the salary of each teacher, and such other information as may be required. Said statement shall further show under oath that provision has been made as required by law for a four months school term in each district of said county, the rate of special tax levied therefor, and the aggregate fund derived or to be derived therefrom. On or before the first Monday in February of each year the State Treasurer shall certify to the State Board of Education the amount of said State equalizing school fund derived and to be derived from said five cents property tax levied and set aside from the State tax levy on every hundred dollars value of real and personal property in the State during the school year ending June thirtieth thereafter, and the State Board of Education shall apportion said fund among all the counties of the State that have complied with all the requirements of this act, as follows: It shall first apportion to each county whose funds are insufficient, after having levied the maximum tax required under this act, to provide a four months term in every school district, a sufficient sum to bring the term in each school district in said county to four months. It shall then apportion the remainder of said equalizing fund among all the counties of the State that have complied with all the provisions of this act, so as to provide for the payment of the salaries of all teachers in each county for an equal number of days. The salaries apportioned from said fund for teachers shall not exceed forty dollars per month for first grade, thirty dollars per month for second grade, and twenty dollars per month for third grade, and shall in no event exceed the salaries actually paid from the county fund, if less than these amounts. The State Board of Education shall apportion this fund only for the salaries of teachers employed, and no part of said fund shall be apportioned or used for any other purpose than for the payment of the salaries of the said teachers for the period designated by the State Board of Education in the apportionment to each county, and each county receiving an apportionment from this fund shall maintain, in addition to the term provided by the county funds, an extended term of not less than the number of days for which the apportionment from this fund is made and designated by the State Board of Education.

IN APPROPRIATION OF EQUALIZING FUND, NO ACCOUNT TO BE TAKEN OF LOCAL TAX FUNDS.

SEC. 5. In the apportionment of the county school fund and in the apportionment of funds under this act to school districts levying a special tax for their schools no account shall be taken of the funds derived from said special tax, and the authorities legally empowered to levy such special tax in such school districts are hereby authorized, upon recommendation of the school committee or board of trustees of said school districts, to reduce the rate of the annual special tax levy therein proportionately to the increase of the funds of said district from the increased apportionment from the county and State funds and to the needs of the district: *Provided, however,* that the school term in said district shall not be reduced by said decrease in the special tax more than it is lengthened by the increased appropriation from the county and State funds.

COUNTIES THAT DO NOT HAVE FOUR MONTHS TERM AFTER LEVYING MAXIMUM RATE ENTITLED TO RECEIVE AID FROM THIS FUND.

SEC. 6. After any county shall have levied and collected a special tax of fifteen cents on every one hundred dollars value of property, real and personal, and forty-five cents on every taxable poll therein, to provide a four months school term in every school district, though the funds derived therefrom may be insufficient therefor, said county shall be entitled to receive from the State equalizing school fund provided under this act an apportionment for salaries of teachers *sufficient to bring the term in every district to four months, and shall then be entitled to participate with the other counties of the State in the apportionment of the remainder of said fund under the provisions of this act.*

FUNDS CAN BE USED ONLY FOR TEACHERS' SALARIES.

SEC. 7. Upon requisition by the State Superintendent of Public Instruction, the State Auditor shall issue his warrant upon the State Treasurer payable to the county treasurer for the apportionment made under section four of this act to each county, and the funds when received by said county treasurer shall be placed to the credit of the county school fund of said county, to be used only for the specific purpose designated in this act; and the county treasurer is forbidden to pay any part thereof for any other purpose; the county board of education is forbidden to order the payment of any part thereof for any other purpose, and the county superintendent of public instruction is forbidden to sign any voucher for the payment of any part thereof for any other purpose than for the payment of teachers' salaries as and for the period designated. No district in any county shall be entitled to any part of said apportionment for the payment of the salary of its teachers until the committee thereof or the township committee shall have furnished to the county superintendent satisfactory evidence, sworn to if required, that the necessary funds have been provided for paying the incidental expenses of the school or schools in said district for the additional term for which teachers' salaries have been provided in said apportionment. Any county treasurer, county superintendent, or member of any county board of education violating any of the provisions of this section shall be guilty of a misdemeanor, and shall be fined or imprisoned in the discretion of the court.

FUNDS SUFFICIENT TO MAINTAIN SCHOOLS FOUR MONTHS MUST BE PROVIDED BY COUNTY—SPECIAL TAX.

SEC. 8. Chapter five hundred and eight of the Public Laws of one thousand nine hundred and nine of North Carolina is hereby repealed, and the following is hereby substituted and enacted in lieu thereof: On or before the first Monday in June of each and every year the county board of education of each county shall ascertain the amount of money needed to maintain the public schools of such county for four months during the succeeding school year. The county board of education, using as a basis the receipts for school purposes during the current school year ending June thirtieth thereafter, shall ascertain the amount that will be available for school purposes from

the general school tax, from fines, forfeitures, and penalties, and from the annual per capita appropriation to the county from the special State appropriation for public schools under this act. If the amount received and to be received from these sources is less than the amount ascertained to be needed for a full four months school term in every public school district of the county, and said county board of education shall submit to the board of county commissioners of said county an itemized statement of the amounts needed for supervision, for administration, for buildings and repairs, for salaries of teachers, and for all other expenses allowed by law. The statement shall also set forth the number of teachers, white and colored, to be employed in each district, and the salary of each teacher in each district. The limitation placed by law on each of these objects shall not be exceeded. It shall thereupon be the duty of the board of county commissioners to levy a special tax on all property, real and personal, and on all taxable polls, subject to the constitutional limitation as to poll tax, in said county sufficient to supply the deficiency needed for the support and maintenance of the public schools of said county for four months in each school district: *Provided*, that no county shall be compelled to levy a special tax of more than fifteen cents on every hundred dollars value of property, real and personal, and forty-five cents on every taxable poll for said purpose. The said tax shall be levied and collected at the same time and in the same manner as other county taxes are levied and collected, and the funds derived therefrom shall be apportioned and expended by the county board of education for maintaining one or more public schools in each school district for a term of four months in each year. In the event of a disagreement between the county board of education and the board of county commissioners as to the amount of the deficiency to be supplied for a four months school, and as to the rate of tax to be levied therefor, or of the refusal of any board of county commissioners to levy said tax, the county board of education shall bring an action in the nature of mandamus against the board of county commissioners to compel the levying of such special tax in the manner and form as provided in sections eight hundred and twenty-two and eight hundred and twenty-four of the Revisal of one thousand nine hundred and five of North Carolina, and it shall be the duty of the judge hearing the same to find the facts as to the amount needed and the amount available from the sources herein specified, which finding shall be conclusive, and to give judgment requiring the county commissioners to levy the sum which he shall find necessary to maintain the schools for four months in said county. No county shall receive any part of the State equalizing school fund provided by this act until it shall have levied the special tax herein required of it for a four months school term in every school district.

COMMISSIONERS MAY LEVY ADDITIONAL TAX FOR NECESSARY EXPENSES.

SEC. 9. That the board of commissioners of any county in North Carolina be, and they are hereby authorized and empowered to levy a special tax in excess of the constitutional limitation, not exceeding five (5) cents on the one hundred dollars ($100) valuation of all property listed for taxation in their respective counties, to provide for any deficiency in the necessary expenses and revenue of said respective counties, which may be caused by the provisions of this act.

CONFLICTING LAWS REPEALED.

SEC. 10. That section four thousand and ninety-seven of the Revisal of one thousand nine hundred and five of North Carolina, as amended by chapter seven hundred and seventy-nine of the Public Laws of one thousand nine hundred and nine of North Carolina, be and the same is hereby repealed, and all laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 11. That this act shall be in force from and after its ratification.

In the General Assembly read three times and ratified this the 1st day of March, 1913.

1913, c. 33; 1915, c. 236; 1917, c. 281.

COMPULSORY ATTENDANCE LAW

AN ACT TO MAKE SCHOOL ATTENDANCE COMPULSORY

The General Assembly of North Carolina do enact:

ALL CHILDREN REQUIRED TO ATTEND SCHOOL, AGE 8 TO 14, TERM FOUR MONTHS.

SECTION 1. That from and after the first day of July, one thousand nine hundred and thirteen, every parent, guardian, or other person in the State of North Carolina having charge or control of a child or children between the ages of eight and *fourteen* years, shall cause such child or children to attend the local public school in the district, town or city in which he resides, continuously for four months of the school term of each year, except as heinafter provided. This period of compulsory attendance shall commence at the beginning of the compulsory period of the school term nearest to the eighth birthday of such child or children, and shall cover the compulsory period of *six* consecutive school years thereafter. This period of compulsory attendance for each public school shall commence at the beginning of the school term of said school unless otherwise ordered by the county board of education, or in case of towns or cities of two thousand or more inhabitants, by the board of trustees of the public schools of said towns or cities. Continuous attendance upon some other public school or upon any private or church school taught by competent teachers may be accepted in lieu of attendance upon the local public schools: *Provided*, that said period of continuous attendance upon such other school shall be for at least four months of each year: *Provided further*, that any private or church school receiving for instruction pupils between the ages of eight and *fourteen* years shall be required to keep such records of attendance of said children and to render such reports of same as are hereinafter required of public schools. And attendance upon such schools refusing or neglecting to keep such records and to render such reports shall not be accepted in lieu of attendance upon the local public school of the district, town or city which the child shall be entitled to attend: *Provided*, the period of compulsory attendance shall be in force and apply between the ages of eight and fifteen years in Mitchell County.

EXEMPTIONS.

SEC. 2. This act shall not apply in any case in which the child's physical or mental condition, as attested by any legally qualified physician before any court having jurisdiction under this act, renders his attendance impracticable or inexpedient; or in any case in which the child resides two and one-half miles or more by the nearest traveled route from the schoolhouse; or in any case in which, because of extreme poverty the services of such child are necessary for his own support or the support of his parents, as attested by the affidavit of said parents and of such witnesses as the attendance officer may require; or in any case in which said parent, guardian or other person having charge or control of the child shall show before any magistrate by affidavit of himself and of such witnesses as the attendance officer may require, that the child is without necessary books and clothing for attending

school, and that he is unable to provide the necessary books and clothes; *Provided*, that when books and clothing shall have been provided, through charity or by other means, the child shall no longer be exempt from attendance under this provision.

PARENTS SHALL CAUSE CHILDREN TO ATTEND SCHOOL.

SEC. 3. Every parent, guardian, or other person in the State of North Carolina having charge or control of a child or children between the ages of eight and *fourteen* years shall cause said child to attend school as aforesaid: *Provided*, that occasional absence from such attendance by such child amounting to not more than two unexcused absences in four consecutive weeks shall not be unlawful: *Provided, further*, that the superintendent, principal or teacher in charge of any school may excuse any child for a temporary absence, because of unusual storm or bad weather, sickness or death in the child's family, unforeseen or unavoidable accidents, and such excuse and reason therefor shall be recorded by said superintendent, principal, or teacher in charge of school and reported to the attendance officer as hereinafter provided: *Provided further*, that in case of protracted illness of any child whose attendance is required under this act, or in case of quarantine of the home in which the child resides, upon report of the health officer or upon satisfactory evidence to this effect, the attendance officer shall excuse from attendance such child until he is fully restored to health or until the time required by law that he shall stay out of school after quarantine has been raised.

PENALTY FOR VIOLATION OF LAW.

SEC. 4. Any parent, guardian or other person violating the provisions of this act shall be guilty of a misdemeanor, and upon conviction shall be liable to a fine of not less than five dollars nor more than twenty-five dollars, and upon failure or refusal to pay such fine said parent, guardian, or other person shall be imprisoned not to exceed thirty days in the county jail: *Provided*, that the fine for any first offense may, upon the payment of costs, be suspended and not collected until the same party is convicted of a second offense: *Provided, further*, that after the expiration of three days from the service of the notice by the attendance officer each and every day a parent, guardian, or other person shall willfully and unlawfully keep such child or children from school, or allow him to remain out of school, shall constitute a separate offense and shall subject said person to penalties herein prescribed.

ATTENDANCE OFFICERS, DUTIES, COMPENSATION, ETC.

SEC. 5. (SUBSTITUTE FOR.) The county board of education in each county shall appoint and remove at will an attendance officer in each township to enforce the provisions of this act. It shall be the duty of the school committee *of the township* or district to furnish each superintendent, principal, or teacher in charge of each school, and to furnish also the attendance officer of each township and the county superintendent, with an accurate school census of each school district at the opening of the school in said township or district each year. The superintendent, principal, or teacher in charge of any school shall at the end of each week serve written or printed notice upon every parent or guardian or other person having in charge any child

within the compulsory attendance age, notifying him of the absence or absences of such child during the week and shall file copies of all such notices with the attendance officer immediately; and said parent, guardian, or person shall be required to render promptly to such superintendent, principal, or teacher in charge of the school the excuse or cause of absence of such child. The failure of such parent, guardian, or person to render satisfactory excuse within three days after the mailing or serving such notice shall be *prima facie* evidence of the violation of this act in case of any prosecution of such person under this act; and shall subject said person to prosecution therefor and to the payment of the costs incurred in such prosecution. The names of all persons failing to render satisfactory legal excuse shall be reported immediately to the attendance officer. Prosecutions under this act shall be brought by the attendance officer in the name of the State of North Carolina before any justice of the peace, or police justice, or recorder of any county, town, or township, in which the person prosecuted resides. Upon failure of any attendance officer to prosecute, the county superintendent, upon report and recommendation of principal or teacher in charge or of the school committee, shall prosecute for violation of this act. The attendance officer shall keep an accurate record of all notices served, all cases prosecuted, and all other services performed, and shall make an annual report of same to the county board of education. In the discretion of the county board of education, the attendance officer shall be allowed reasonable compensation from the county school fund for such services as are required of him under this act, compensation for which is not specifically provided for herein: *Provided*, that in case the county board of education shall appoint a school committeeman or township constable as attendance officer, the duties of such officer herein prescribed are hereby declared to be a part of his duties *ex officio*: *Provided, further*, that the school committee or board of trustees of any school in any town or city of five thousand or more inhabitants, operating its schools under special charter, is hereby authorized and empowered, if in their judgment such action is wise, to appoint an attendance officer for the schools under their direction, fix his compensation, and pay the same out of the special tax school funds of said town or city, and assign to him other duties in addition to those enumerated above.

TEACHERS MUST COÖPERATE, PENALTY FOR NON-COMPLIANCE.

SEC. 6. (SUBSTITUTE FOR.) It shall be the duty of all principals and teachers to coöperate with the attendance officers in the enforcement of this law. To this end it shall be the duty of the principal or teacher in charge in every school in which pupils between the ages of eight and fourteen years are instructed to keep an accurate record of the attendance of such pupils. On or before the fourth Monday of each calendar month during the compulsory attendance term of each school the superintendent, principal or teacher in charge of each school in each township shall report to the attendance officer of said township and the county superintendent the names of all children that have been absent without legal excuse during said month, the number of absences of each child, together with the name of the parent, guardian, or person in charge of said child. The said township attendance officer shall immediately upon receipt of said report notify each of said parents, guardians or other persons having in charge such reported children to meet him at a

designated place in said township at a designated hour on Saturday following said fourth Monday for the purpose of explaining the cause of such absence of such children, and said attendance officer, after hearing and passing upon the excuses rendered, shall proceed with the prosecution as provided for in this act against those parents, guardians, or other persons who fail to render legal excuse for the absence of such reported children.

Said attendance officer shall be paid out of the general school fund of the county two dollars for his services rendered on said day for said purpose. The failure of any parent, guardian, or other person in charge of any child that has been reported absent, without excuse, to meet said attendance officer on said day without satisfactory excuse rendered shall be *prima facie* evidence of the violation of the provisions of this act and shall subject him to prosecution hereunder and to the penalty prescribed herein. Upon the willful or negligent failure of any principal or teacher in charge of any school to comply with the provisions of this section, the county superintendent shall deduct from his or her salary for the current month the sum of five dollars before approving the voucher therefor.

LAW TO BE GIVEN WIDEST POSSIBLE CIRCULATION.

SEC. 7. It shall be the duty of the county board of education of each county to cause this act to be published in full in some newspaper published in the county, if there is one, and if there be none, then in circular form, and given the widest possible circulation at least four weeks prior to the opening of the schools for the school year beginning July first, one thousand nine hundred and thirteen, and annually thereafter, if in their discretion it seems necessary.

EXISTING LOCAL OR SPECIAL LAWS NOT AFFECTED OR REPEALED BY THIS ACT.

SEC. 8. This act shall not affect or in any part repeal any existing special or local laws requiring compulsory attendance in any county or school district: *Provided*, the provisions of this act shall apply to Mitchell County

APPLIES TO POLK COUNTY.

SEC. 9. This bill shall apply to all children in Polk County between the ages of seven and fifteen years.

SEC. 10. Chapter eight hundred and ninety-four of the Public Local Laws of one thousand nine hundred and seven of North Carolina, as amended by chapter five hundred and twenty-five of the Public Laws of one thousand nine hundred and nine of North Carolina is hereby repealed.

BOARD GIVEN POWER TO MAKE RULES AND REGULATIONS TO SECURE ATTENDANCE.

SEC. 11. The board of education of each county shall have power at their regular meeting held in July of each year, and thereafter at any regular meeting, to make such rules and regulations as they may deem best to secure the attendance of all children between the ages of eight and *fourteen* years upon schools of the county, and such rules and regulations, when approved by the county superintendent of public instruction, and posted at the court-

house door and at the door of each public schoolhouse in the county, shall supersede any provision of this act in conflict therewith.*

SEC. 12. This act shall be in full force and effect from and after its ratification.

In the General Assembly read three times and ratified this the 12th day of March, 1913.

1913, c. 173; 1915, c. 236; 1917, c. 208.

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*As will be seen from the State Superintendent's construction of this law, concurred in by the Attorney-General, section 11 is an enabling instead of a disabling section, allowing the county board of education discretion in the modification of the machinery of the act by the adoption of rules and regulations for its enforcement, adapted to the different conditions in different counties, but conferring no power upon the board to revoke or annul the general and fundamental provisions of the law and its clearly stated purpose of compelling the attendance of all children between the ages of eight and fourteen years.

It is mandatory upon the county board of education to enforce these fundamental provisions and "to secure the attendance of all children between the ages of eight and twelve years upon the schools of the county." Read carefully the State Superintendent's official construction of this law on pages 129 *et seq.*, of this pamphlet.

CHILD LABOR LAW

AN ACT TO REGULATE AND RESTRICT LABOR IN MANUFACTURING ESTABLISHMENTS

The General Assembly of North Carolina do enact:

NO CHILD UNDER TWELVE PERMITTED TO WORK IN FACTORIES.

SECTION 1. That no child under twelve years of age shall be employed or work in any factory or manufacturing establishment within this State: *Provided*, that no child between the ages of twelve and thirteen shall be employed or work in a factory except in apprenticeship capacity, and only then after having attended school four months in the preceding twelve months.

NO PERSON UNDER SIXTEEN YEARS MAY WORK AT NIGHT.

SEC. 2. That no person under sixteen years of age shall be employed or permitted to work in any mill, factory or manufacturing establishment in this State between the hours of 9 p. m. and 6 a. m.

CERTIFICATES REQUIRED.

SEC. 3. That no child under sixteen years of age shall be employed or permitted to work at night, nor shall any child under the age of thirteen years be employed on day work in any mill, factory or manufacturing plant in this State unless the person, firm or corporation employing such child or permitting such child to work shall have procured and shall keep on file and accessible to any inspector of factories or other authorized officer charged with the enforcement of this act a certificate from the parent, guardian, or from person standing *in loco parentis* to any such child, which certificate shall show the name and age of such child, and in case such child is under thirteen and more than twelve years of age, said certificate must set forth the fact that such child has attended school four months in the preceding twelve months.

PENALTY FOR VIOLATION.

SEC. 4. That any person, firm or corporation, agent or manager of any firm or corporation who willfully, whether for himself or for such firm or corporation, employs or permits to work any child in violation of any of the provisions of this act, and whoever, having under his control as parent, guardian or otherwise, shall willfully set forth any false statement in the certificate of employment herein required or otherwise suffers such children to be employed or to work in violation of any of the provisions of this act, shall be guilty of a misdemeanor.

COUNTY SUPERINTENDENT MUST INVESTIGATE.

SEC. 5. That it shall be the duty of the county superintendent of public schools to investigate any violation of this act and to report the same to the solicitor of the judicial district in which said violation occurred, together with the names of all witnesses.

SEC. 6. That all laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 7. That this act shall be in force from and after the first day of January, 1914.

In the General Assembly read three times and ratified this the sixth day of March, 1913.

1913, c. 64.

LABOR LAWS OF NORTH CAROLINA

[The text below is from the act of 1907, chapter 463, and the act of 1915, chapter 148, and is given in the form of the present provisions, eliminating the amendatory clauses.]

AN ACT TO REGULATE AND RESTRICT CHILD LABOR IN MANUFACTURING ESTABLISHMENTS AND TO REGULATE THE HOURS OF LABOR

The General Assembly of North Carolina do enact:

SECTION 1. That no child under twelve years of age shall be employed or work in any factory or manufacturing establishment within this State: *Provided further*, that after one thousand nine hundred and seven no child between the ages of twelve and thirteen years of age shall be employed or work in a factory except in apprenticeship capacity, and only then after having attended school four months in the preceding twelve months.

SEC. 2. That sixty hours shall constitute a week's work in all factories and manufacturing establishments of the State, and that no minor nor woman shall be worked in such factory or establishment a longer period than sixty hours in one week and no adult male shall be worked in such factory or establishment for a longer period than sixty hours in one week unless there shall be a written contract entered into between said adult male and his employer to that effect, in which the employer shall agree to pay said adult male extra compensation for extra hours he may work. That no employee in any factory or manufacturer's establishment in this State shall be worked exceeding eleven hours in any one day: *Provided*, this section shall not apply to engineers, firemen, superintendents, overseers, section and yard hands, office men, watchmen or repairers of breakdowns.

SEC. 3. All parents or persons standing in the relation of parent, upon hiring their children to any factory or manufacturing establishment, shall furnish such establishment a written statement of the age of such child or children being so hired, and certificates as to school attendance; and any parent or person standing in the relation of parent to such child or children who shall in such written statement misstate the age of such child or children being so employed, or their school attendance. shall be guilty of a misdemeanor, and upon conviction shall be punished in the discretion of the court. Any mill owner, superintendent, boss, or manufacturing establishment who shall knowingly or willfully violate the provisions of this act shall be guilty of a misdemeanor, and upon conviction shall be punished in the discretion of the court: *Provided*, that for a second conviction under this act within twelve months the fine shall not be less than five hundred dollars or the imprisonment not less than ninety days.

SEC. 4. That all laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 5. That this act shall be in force from and after its ratification.

Ratified this the 8th day of March, 1915.

GUILFORD COUNTY FARM-LIFE SCHOOL LAW

Made to Apply to All Counties of the State

AN ACT TO PROMOTE THE TEACHING OF AGRICULTURE AND DOMESTIC SCIENCE IN THE PUBLIC HIGH SCHOOLS OF GUILFORD COUNTY

The General Assembly of North Carolina do enact:

AGRICULTURAL INSTRUCTION AND TRAINING IN DOMESTIC SCIENCE.

SECTION 1. That there shall be maintained in one or more of the public high schools of Guilford County, complying with the provisions of this act as hereinafter set forth, a department of agricultural instruction, and a department of training in domestic science and home economics in order to better prepare the boys and girls of said county for farm life and home making.

BOARD OF TRUSTEES.

SEC. 2. That the said school or schools shall be under the control and management of a board of trustees consisting of the members of the board of education of said county and the chairman and secretary of the board of trustees of each high school in which such departments are established.

SELECTION OF SCHOOL.

SEC. 3. That after due advertisement inviting bids from the public high schools of said county now in existence or hereafter created, the County Board of Education of Guilford County shall designate the place or places at which such agricultural or domestic science work shall be established. In designating a school, the said county board of education shall take into consideration the financial aid offered for a maintenance and equipment, desirability and suitability of location: *Provided, however*, that no such department shall be established in a school which is located in a town of more than one thousand inhabitants, nor within two miles of the corporate limits of any city or town of more than five thousand inhabitants.

MAINTENANCE OF SCHOOL, PROVISIONS, ETC.

SEC. 4. That for the maintenance of said school or schools, the County Board of Education of Guilford County shall provide annually out of the public school fund, or by donation or local tax, not exceeding twenty-five hundred ($2,500) dollars: *Provided, however*, that the present average school term of the county shall not be shortened by the appropriation herein designated. Any school applying for the benefit to be derived under this act shall first provide a building with recitation rooms, laboratories, and apparatus necessary for efficient instruction in the prescribed subjects of study and such dormitory buildings as the county board of education of said county may require, and a farm of not less than ten acres of good arable

land, said land to be situated not more than one mile from the school buildings: *Provided, however*, that before the County Board of Education of Guilford County shall designate any school as a place at which the agricultural and domestic science work shall become a part of the school curriculum, it shall first submit to the State Superintendent of Public Instruction for his inspection and approval the equipment provided for said school.

PURPOSE OF SCHOOL AND COURSE OF STUDY.

SEC. 5. That the purposes of said school or schools are to give to the boys and girls such preparation as is now given in the said county public high schools, and in addition to that to give to the boys training in agricultural pursuits and farm life, and to prepare the girls for home making and home keeping. The course of study for the said school or schools shall be subject to the approval of the State Superintendent of Public Instruction and an advisory board of farm-life schools to be appointed by him.

FACULTY AND SCHEDULE OF WORK.

SEC. 6. That the teacher or teachers of the public high school, the teacher of agriculture, and the teacher of domestic science shall constitute the faculty of the county high school, who shall arrange the weekly schedule of work and submit such weekly schedule to the County Superintendent of Education of Guilford County for his approval.

APPROPRIATION BY STATE, PROVISIONS AND TERMS.

SEC. 7. That upon its being made to appear to the State Board of Education that Guilford County has complied with all the provisions of this act for establishment, maintenance and equipment of an agricultural department and a domestic science department in connection with one or more of the public high schools of the said county, it shall appropriate and pay to the County Board of Education of Guilford County for such purpose an amount equal to that appropriated and furnished by the county of Guilford for said work: *Provided, however*, that said appropriation by the State Board of Education shall not exceed the sum of twenty-five hundred ($2,500) dollars annually for the maintenance of said work in said county, to be paid by the State Treasurer out of funds appropriated for the maintenance of county farm-life schools by chapter eighty-four of the Public Laws of one thousand nine hundred and eleven. That any money that is now or may hereafter be appropriated by the General Assembly of North Carolina, the State Board of Education, or other State authority for agricultural or domestic science education, a part of which appropriation would, except for this act, be appropriated to Guilford County absolutely, or upon a contingency or contingencies then and in that event such appropriation which would go to Guilford County shall be turned over to the County Board of Education of Guilford County to aid in the carrying out of the provisions of this act. That compliance with the provisions of this act by the authorities of Guilford County shall be sufficient to entitle the county of Guilford to its proportion of any appropriation of money already made or which may hereafter he made for training in the science of agriculture or domestic science. The State Superintendent of Public Instruction shall issue a requisition on the State Auditor for the

amount so apportioned to Guilford County and he shall issue his warrant to the county treasurer of said county, and the money shall be placed by the said treasurer to the credit of the school or schools of Guilford County in which said agricultural and domestic science work is being conducted: *Provided, however*, that all money thus placed to their credit shall be used exclusively for the purpose of instruction in agriculture and domestic science.

AUTHORITY OF HIGH SCHOOL PRINCIPAL.

SEC. 8. That nothing in this act shall be construed to lessen the power and authority of the principal of the high school, but the instructors in the various departments shall be considered members of the faculty of which the high school principal is head.

QUALIFICATION OF TEACHERS.

SEC. 9. That no person shall be employed as teacher in agriculture or domestic science in the school or schools herein provided for unless the applicant has furnished to the trustees satisfactory evidence of a liberal English education, and in addition thereto special preparation and fitness for the specific branches to be taught, said qualifications to be passed upon by the County Superintendent of Guilford County, and if approved, submitted to the State Superintendent of Public Instruction for his approval. In addition to the above requirements the said person shall hold a high school teacher's certificate on all required subjects except Latin, Greek, and Modern Languages.

STUDENTS FROM OTHER COUNTIES.

SEC. 10. That the board of trustees of the school or schools herein provided for is authorized and empowered to admit students from other counties of the State to said school or schools, upon payment of such tuition charges as said board of trustees may fix, but all students who are residents of Guilford County shall be admitted to any of said schools without charge for tuition: *Provided, however*, that there shall be no discrimination against students coming from other counties in the charges fixed for board and incidentals.

AGRICULTURAL FARM LIFE AND EXTENSION WORK.

SEC. 11. That it shall be part of the duty of the teachers of agriculture and domestic science to conduct agricultural farm life and extension work in Guilford County in coöperation, as far as possible, with such work carried on in said county by the State Department of Agriculture, the North Carolina College of Agriculture and Mechanic Arts, and the United States Department of Agriculture; to hold township and district meetings in various parts of Guilford County from time to time, for farmers and farmers' wives; to cooperate with the county superintendent of education of said county and with the commissioner of agriculture, if such officer exists, in stimulating, directing, and supervising practical farm life work in the public high school and the elementary schools of said county, and in providing instruction through the teachers' association and through a special short course of study at the schools where agriculture and domestic science instruction is given for the public school teachers of the said county.

THIS ACT MADE TO APPLY TO ANY COUNTY OF NORTH CAROLINA.

SEC. 12. This act shall apply to Guilford County, and to any other county of the State of North Carolina complying with the conditions herein required of Guilford County: *Provided*, that the amount annually set aside out of the public school fund by any county for maintenance of said farm-life departments shall not operate to increase the amount to which said county would have been entitled from the State equalizing fund if said apportionments for farm-life departments had not been set aside; and said apportionments shall be included in the necessary expenses for a four months school term for which a special tax, if necessary, must be levied under chapter thirty-three of the public laws of one thousand nine hundred and thirteen. The board of county commissioners of any county is hereby authorized to provide out of the funds for necessary county expenses the funds required under section four of chapter four hundred and forty-nine of the public local laws of one thousand nine hundred and eleven for the establishment and maintenance thereunder of farm-life departments in public high schools, and to include the same in the annual levy for necessary county expenses.

SEC. 13. That this act shall be in force from and after its ratification.

Ratified this the 1st day of March, 1911.

Amendments ratified the 10th day of March, 1913.

1911 (Public-Local Laws), c. 449; 1913, c. 105; 1915, c. 236.

WOMEN ON SCHOOL BOARDS

AN ACT TO AUTHORIZE WOMEN TO DISCHARGE CERTAIN DUTIES PERTAINING TO EDUCATION

The General Assembly of North Carolina do enact:

CERTAIN POSITIONS NOT DEEMED OFFICES.

SECTION 1. That positions on committees for rural and graded schools, boards of trustees for State schools and colleges for women, and subtext-book commissions, shall not be deemed offices within this State, but shall be places of profit or trust.

WOMEN MAY SERVE IN SAID POSITIONS.

SEC. 2. Women shall be eligible to serve in the places named in section one of this act under the same conditions and restrictions as are now imposed upon men: *Provided*, that the provisions of this act shall not apply to any position or place where the person holding such position or place is elected by the people.

SEC. 3. All laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 4. This act shall be in force from and after its ratification.

In the General Assembly read three times and ratified this the 12th day of March, 1913.

1913, c. 170.

WOMEN ON SCHOOL BOARDS

AN ACT TO AUTHORIZE WOMEN TO DISCHARGE CERTAIN DUTIES PERTAINING TO EDUCATION

The General Assembly of North Carolina do enact:

CERTAIN POSITIONS NOT DEEMED OFFICES.

SECTION 1. That positions on committees for rural and graded schools, boards of trustees for State schools and colleges for women, and subtext-book commissions, shall not be deemed offices within this State, but shall be places of profit or trust.

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SEC. 3. All laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 4. This act shall be in force from and after its ratification.

In the General Assembly read three times and ratified this the 12th day of March, 1913.

1913, c. 170.

of this act shall be in full force and effect, and the county commissioners shall annually levy and cause to be collected, in the same manner and at the same time as other taxes of the county are levied and collected, a tax on all property and polls of the county sufficient to provide the sum required of said county under section six of this act for the annual maintenance of said school, and, in addition, the sum required for the payment of the annual interest on such bond issue as may be found necessary for providing the equipment for said school required under section six of this act, as said interest accrues, and to create a sinking fund for the purpose of paying off and discharging said bonds as they become due. The bond of the sheriff or tax collector of said county shall be responsible for said tax to the same extent as it is liable for other taxes collected by him.

BONDS TO BE ISSUED.

SEC. 8. If a majority of the qualified voters at the election herein provided for shall vote "For County Farm-life School," it shall be deemed and held that a majority of the qualified voters are in favor of granting to the board of county commissioners of said county authority to issue bonds in an amount not to exceed twenty-five thousand dollars for the purpose of providing the necessary equipment prescribed in section six of this act; and such authority shall be granted to and vested in said board of county commissioners, and said board is hereby authorized and empowered to issue and sell bonds in the name of said county to an amount not to exceed twenty-five thousand dollars, of such denomination and of such proportion as said board of county commissioners may deem advisable, bearing interest at a rate not to exceed six per centum, with interest coupons attached, payable at such time or times and at such place or places as may be deemed advisable by said board of county commissioners, such bonds to be of such form and tenor and transferable in such way, and the principal thereof payable or redeemable at such time or times, not less than fifteen years from the date thereof, and at such place or places as said board of county commissioners may determine. The proceeds arising from the sale of said bonds shall be expended by said board of county commissioners in providing, by purchase or otherwise, the equipment in land, buildings, and apparatus required in section six of this act for the "County Farm-life School": *Provided, however*, that the treasurer of said county shall receive no compensation for receiving or disbursing the money which may be received from the sale of said bonds.

ELECTION IN TOWNSHIP—ISSUANCE OF BONDS TO SECURE LOCATION.

SEC. 9. The county commissioners of any county that has voted for the establishment of a "County Farm-life School" therein shall, upon petition of one-fourth of the freeholders in any township applying to the trustees of said "County Farm-life School" to secure the location of said school therein, order an election therein, to be held after thirty days notice at three public places in said township, under the law governing State and county elections as nearly as may be, and the returns of said election shall be certified by the registrars and pollholders to the board of county commissioners, and the same shall be recorded in the records of said county commissioners; at which election shall be submitted to the qualified voters of said township the

question of issuing bonds in a sum not to exceed twenty-five thousand dollars, the amount of said bond issue to be set out in the petition for said election, and of levying and collecting on all taxable property and polls in said township a special tax sufficient to provide for the payment of the interest on said township bonds as it accrues and to create a sinking fund for the purpose of paying off and discharging said township bonds as they become due. At such election, those favoring the levying and collection of such a tax for said purpose shall vote a ballot on which shall be written or printed the words "For County Farm-life School," and those opposed shall vote a ballot on which shall be written or printed the words "Against County Farm-life School." If a majority of the qualified voters at said election shall vote "For County Farm-life School," then it shall be deemed and held that a majority of the qualified voters are in favor of granting to the board of county commissioners of said county authority to issue bonds in the name of said township in such amount as shall have been named in the petition and notice of election, to be sold by said commissioners for the purpose of aiding in providing the buildings and farm and other equipment for the "County Farm-life School," provided said school shall be located in said township; and if said school shall be located in said township, the board of county commissioners shall annually levy and cause to be collected, in the same manner and at the same time as other taxes of the county are levied and collected, a tax on all property and polls in said township, sufficient to provide for the payment of interest on said township bonds as it accrues and to create a sinking fund for the purpose of paying off and discharging said township bonds as they become due; and said board of county commissioners is hereby authorized and empowered to issue and sell said bonds of said township to the amount specified in said petition and notice of election, of such denomination and of such proportion as said board of county commissioners may deem advisable, bearing interest at a rate not to exceed six per centum, with interest coupons attached, payable at the time or times, and at the same place or places, and of the same form and tenor, and the principal thereof payable or redeemable at the same time or times and at the same place or places as the county bonds issued by said board of county commissioners for the equipment of said "County Farm-life School." The proceeds arising from the sale of said township bonds shall be added to the proceeds arising from the sale of said county bonds and expended therewith by said board of county commissioners in providing, by purchase or otherwise, the equipment in land, buildings, and apparatus required in this act for the "County Farm-life School": *Provided, however*, that any two or more contiguous townships bidding for the location of said "County Farm-life School" may unite and hold an election upon the same terms and conditions as are herein provided for one township for the location of the "County Farm-life School" at such point in said township as may be determined by the board of trustees of said "County Farm-life School": *Provided*, that the amount of bonds authorized to be issued by one or more townships in order to secure the location of the "County Farm-life School" in a given township shall be deducted from the amount of bonds authorized to be issued by the county, so as to limit the total issue of the bonds for farm, buildings and equipment to twenty-five thousand dollars.

IF ELECTION FAILS IN COUNTY, TOWNSHIP OR CONTIGUOUS TOWNSHIPS MAY PROVIDE FOR ESTABLISHMENT OF COUNTY FARM-LIFE SCHOOL.

SEC. 10. In case an election shall be ordered and held in any county as herein provided, for the establishment and maintenance of a "County Farm-life School" therein, and a majority of the qualified voters at such election shall fail to vote "For County Farm-life School" any township in said county, or any two or more contiguous townships in said county, shall, upon petition of one-fourth of the freeholders therein to be board of county commissioners of said county, have an election ordered by said commissioners upon the same terms and conditions prescribed in section nine of this act: *Provided*, that a new registration shall be ordered; and if in such election a majority of the qualified voters in said township or townships shall vote "For County Farm-life School," then, in that event, it shall be deemed and held that the board of county commissioners of said county is authorized and empowered to issue and sell bonds in the name of said township or townships in an amount not to exceed twenty-five thousand dollars, and to levy and cause to be collected in the same manner and at the same time as other taxes of the county are levied and collected, a sufficient tax on all property and polls in said township or townships to comply with all the conditions named in this act for the maintenance and equipment of a "County Farm-life School," subject to the same conditions as are herein provided for the issuance and sale of county bonds and the levying and collection of a county tax for said purpose; and the said "County Farm-life School" shall thereupon be located at such point in said township or townships as may be determined by the board of trustees of said "County Farm-life School" provided for in this act; and such school, when thus established, shall be a "County Farm-Life School" for said county, and shall be subject to all the rights, privileges and obligations and conditions prescribed in this act for "County Farm-life Schools," except as herein otherwise provided: *Provided further*, that at any time after the establishment of said "County Farm-life School" by the township or townships under the provisions of this section, the county may, under the provisions of section seven of this act, hold an election as therein provided; and if at said election a majority of the qualified voters of the county shall vote "For County Farm-life School," and the tax and bond issue provided for in said section seven for the maintenance and equipment of a county farm-life school shall be provided, as directed therein, by the county commissioners for the entire county, said school, established under this section by the township or townships, shall become a county farm-life school in all respects like a county farm-life school established under section seven hereof; and the bonds of the township or townships and the tax levied for the maintenance of said school and for interest and sinking fund on said bonds, under this section, shall be assumed by the entire county, as provided in section seven hereof, and the bonds of said township or townships shall be canceled by substituting therefor the county bonds provided for in section seven hereof.

HIGH SCHOOL DEPARTMENT CONDUCTED IN CONNECTION WITH COUNTY FARM-LIFE SCHOOL.

SEC. 11. There shall be established and maintained in connection with each county farm-life school such a high school course of study as is pre-

scribed under the high school law of the State for first-grade public high schools, and for the maintenance of such high school department of the county farm-life school there shall be the same county and State apportionments as are now made and required for a first-grade public high school under the provisions of the public high school law of the State. If an additional apportionment for said high school department of said school cannot be made out of the State appropriation for public high schools then the State and county appropriations for one or more of the existing high schools in said county shall be transferred to the maintenance and support of said high school department of said county farm-life school. If said county farm-life school shall be located at the same place with some existing public high school in said county established and maintained under the public high school law of the State, then said public high school shall be merged into and become the high school department of said county farm-life school as an organic part thereof; and the apporopriations for the maintenance thereof shall be the same as the appropriations now required for a first-grade public high school under the provisions of the public high school law of the State. The requirements for teachers in said high school department of the county farm-life school shall be the same as are now required for high school teachers under the said high school law. Said high school department and course of study, however, and the entire management of the same shall be under the direction and control of the board of trustees and the principal of the county farm-life school and shall be conducted as an organic part of said school.

CERTIFICATION OF TEACHERS.

SEC. 12. No person shall be employed as principal in charge of any "County Farm-life School" who does not hold a high school teacher's certificate on all required subjects except Latin, Greek, and modern languages, including an additional certificate from the State Board of Examiners and the president of the North Carolina College of Agriculture and Mechanic Arts, stating that he has furnished satisfactory evidence to them of his qualifications by special training and practical experience for said position. And no person shall be employed in the department of said "County Farm-life School" for the special training of girls for home making and housekeeping on the farm who does not hold a high school teacher's certificate on all required subjects except Latin, Greek, and modern languages, including an additional certificate from the State Board of Examiners and the president of the State Normal and Industrial College, stating that such person has furnished to them satisfactory evidence of qualifications by special training and practical experience for said position.

AGRICULTURAL AND FARM-LIFE EXTENSION AND DEMONSTRATION—SHORT COURSES FOR ADULTS, MEN AND WOMEN.

SEC. 13. It shall be a part of the duty of the faculty of each "County Farm-life School" to conduct agricultural farm-life extension and demonstration work in said county, in coöperation, as far as possible, with such work carried on in said county by the State Department of Agriculture, the North Carolina College of Agriculture and Mechanic Arts, and the United States Department of Agriculture; to hold township and district meetings in various

parts of the county from time to time for farmers and farmers' wives; to cooperate with the county superintendent of public instruction and with the county commissioner of agriculture, where such office exists, in stimulating, directing, and supervising practical farm-life work in the public high schools and the elementary schools of the county, and in providing instruction, through the county teachers' association and through special short courses of study at said "County Farm-life School," for the public school teachers of said county. There shall be provided in the courses of study of said "County Farm-life School" short courses in farm-life studies to which shall be admitted adult farmers, men and women; and there shall be held at said "County Farm-life School" annually one or more county meetings for the farmers and their wives of said county for instruction and demonstration work. All of the work herein required and all other work of the "County Farm-life School" shall be under the general supervision of the county superintendent of public instruction, and said school shall in all respects be an organic part of the county public school system.

ADMISSION OF STUDENTS FROM OTHER COUNTIES.

SEC. 14. The board of trustees of the "County Farm-life School" of any county is hereby authorized and empowered to admit students from other counties of the State to said school upon payment of such rate of tuition as said board of trustees may fix; but all students who are residents of the county in which said school is located shall be admitted to said school without charge for tuition, except as provided for in section ten of this act; and said board of trustees shall fix all other charges in said school at actual cost.

TREASURER OF COUNTY FARM-LIFE SCHOOL.

SEC. 15. The treasurer of said county shall be the treasurer of said "County Farm-life School," and shall receive and disburse all funds therefor, keeping and rendering annually to the board of trustees of said school a separate account of such receipts and disbursements: *Provided*, that the treasurer, if employed on salary, shall receive no additional compensation for his services; and if employed on commission, he shall receive as compensation not to exceed one per cent on all disbursements and nothing on receipts. The official bond of said treasurer shall be responsible and held liable for all funds coming into his hands for said school to the same extent as it is liable for other funds received by him as treasurer of said county.

THE CORPORATE NAME.

SEC. 16. The board of trustees of the said "County Farm-life School" and their successors in office shall be and are hereby constituted a body corporate by the name and style of "The Board of Trustees of the County Farm-life School of.....County," and by that name may sue and be sued, contract and be contracted with, purchase, hold and sell real estate and personal property, receive donations by gift or otherwise, and exercise such other rights and privileges as are conferred by law upon corporate bodies. The title to all lands and other property of the "County Farm-life School" shall vest in said board of trustees.

APPROPRIATION OF STATE FUNDS.

SEC. 17. Upon satisfactory evidence furnished to the State Board of Education that all the provisions of this act for the establishment, maintenance and equipment of a "County Farm-life School" have been complied with in any county, the said State Board of Education shall order the State Superintendent of Public Instruction to issue a requisition upon the State Auditor for the sum of two thousand five hundred dollars annually for the maintenance of said school, and the State Auditor shall issue his warrant in favor of the county treasurer of said county for said amount, which shall be paid out of the State Treasury and the money placed to the credit of the "County Farm-life School" of said county; and sufficient moneys to pay said warrants are hereby appropriated out of any funds in the hands of the State Treasurer not otherwise appropriated: *Provided, however*, that there shall not be established more than ten such schools in any one year, and that not more than one such school shall be established in any county.

SEC. 18. This act shall be in full force and effect from and after its ratification.

Ratified this the 3d day of March, A. D. 1911.

1911, c. 84.

A STATE-WIDE BOND ACT FOR SCHOOL BUILDINGS

AN ACT TO PERMIT COUNTIES, TOWNSHIPS, AND CERTAIN SCHOOL DISTRICTS TO ISSUE BONDS TO BUILD SCHOOLHOUSES

The General Assembly of North Carolina do enact:

SECTION 1. The board of county commissioners of any county in the State shall, upon the petition of the county board of education, order an election after thirty days' notice at the courthouse door and a publication of four weeks in some newspaper published in the county, to be held in any county, township or school district which embraces an incorporated town or city, or in which there is maintained a public high school, to ascertain whether the voters in said county, township or school district are in favor of issuing bonds for the purpose of building, rebuilding and repairing schoolhouses and furnishing the same with suitable equipment. The amount of bonds to be issued and the rate of interest they are to bear which shall not be more than 6 per cent per annum, payable semi-annually, and the length of time the bonds are to run, which shall not be more than twenty years, and the maximum tax that may be levied, which shall not exceed thirty cents on the one hundred dollars and ninety cents on the poll, shall be set forth in the petition of the county board of education and in the order for the election made by the board of county commissioners. In no case shall the bonds authorized under this act for an entire county exceed the sum of one hundred thousand dollars, nor for a township or school district the sum of twenty-five thousand dollars; but the bonds for a township or school district may be in addition to the bonds for the entire county: *Provided, that upon petition of one-fourth of the resident freeholders in any county, township, or school district in which one election has previously been held and carried for a bond issue and tax under this act, a second election for increasing the bond issue and tax therefor, in said county, township, or school district for the purposes herein specified, not to exceed the maximum bond issue and tax herein fixed, shall be called and held in the manner herein prescribed for holding the first election.*

SEC. 2. The election for an entire county shall be held under the rules and regulations governing general elections as near as may be, and if for a township or school district, then under the rules and regulations governing elections in special tax districts as prescribed in section four thousand one hundred and fifteen of the Revisal of one thousand nine hundred and five; but where the election be for a county or for a township or school district a new registration shall be ordered. At said election those favoring the issuance of bonds and the levying of a special tax shall vote a ballot on which shall be printed the words "For Schoolhouse Bonds," and those who are opposed shall vote a ballot on which shall be printed the words "Against Schoolhouse Bonds." The expenses of holding such election shall be paid out of the general school fund of the county.

SEC. 3. If a majority of the qualified voters shall vote "For Schoolhouse Bonds," then it shall be the duty of the county board of commissioners to issue bonds not exceeding the amount specified in the order of election as

the county board of education may request, and shall thereafter annually levy a sufficient tax not exceeding the amount specified in the order of election to pay the interest on said bonds and create a sinking fund sufficient to pay the principal and interest on said bonds when they fall due.

SEC. 4. The said bonds when so issued shall be delivered to the county board of education, who shall sell the same for not less than par and hold the proceeds for the benefit of the county building fund if the election be for the entire county or for the benefit of the township or school district in which the election was held. The said fund shall be paid out upon the order of the committee or trustees of the township or school district to which the fund belongs, and upon order of the board of education if the fund belongs to the entire county. The sinking fund provided for by this act shall be invested by the county board of education in safe securities or may be deposited in the bank that will pay as much as four per cent per annum compounded quarterly, and will give a sufficient bond for the safety of such deposit. *The funds derived from the sale of bonds for the benefit of any school district having a bonded treasurer shall be deposited with said treasurer to the credit of such district: Provided, however, that no treasurer handling the funds derived from the sale of bonds voted under the provisions of this act shall receive any commission therefor.*

SEC. 5. That the taxes levied hereunder shall be collected by the sheriff or other officer charged with the collection of other taxes, and they shall in respect thereto be liable officially as well as personally to all requirements of the law now or hereafter to be prescribed for the faithful collection and payment of other county taxes.

SEC. 6. This act shall be in effect from and after its ratification.

In the General Assembly read three times and ratified this the 26th day of February, 1915.

1915, c. 55; 1917, c. 142; c. 285.

BONDS FOR SCHOOLS IN CITIES AND TOWNS

AN ACT TO AUTHORIZE THE BOARD OF ALDERMEN OR OTHER GOVERNING BODY OF TOWNS AND CITIES TO ISSUE, UPON APPROVAL BY VOTE OF THE PEOPLE, BONDS FOR PURCHASING SITES, ERECTING BUILDINGS, ETC., FOR SCHOOL PURPOSES

The General Assembly of North Carolina do enact:

SECTION 1. That whenever it shall be necessary in the judgment of the board of aldermen or other duly constituted authority of any incorporated town or city in the State, which is in charge of its finances, to purchase lands or buildings or to erect additional buildings for school purposes, said board of aldermen or other authority is authorized and empowered to issue for said purposes in the name of said town or city, bonds of such amounts as said board of aldermen or other authority may deem necessary in such denominations and forms as said board of aldermen or other authority may determine: *Provided*, that the time of the payment of the principal of such bonds shall not be more than thirty years from the date thereof; and, *Provided further*, that said bonds shall be serial bonds, the proportionate parts thereof being payable annually during the term for which they are issued.

SEC. 2. That said bonds shall bear interest at no greater rate of interest than six per cent per annum, payable semi-annually. In no case shall the bonds be sold, hypothecated or otherwise disposed of for less than their par value.

SEC. 3. That said bonds shall be signed by the mayor, attested by the town or city clerk or treasurer, and sealed with the corporate seal of said town or city, and shall bear the signature of the town or city clerk and treasurer written, engraved or lithographed. The purchaser of said bonds shall not be bound to see to the application of the purchase money. Said bonds and their coupons shall be exempt from town or city taxation until after they become due, and the coupons shall be receivable in payment of town or city taxes. The said bonds shall be sold at either public or private sale with or without notice, as the said board of aldermen or other authority may determine.

SEC. 4. That the board of aldermen or other proper authority of said towns and cities is hereby authorized to levy and collect each year, in addition to all other taxes in said city, an ad valorem tax upon all the taxable property, *and polls, observing the constitutional ratio*, in said city, sufficient to pay the interest on said school bonds as the same become due, and also at or before the time when the principal of the said bonds become due, a further uniform ad valorem tax upon all taxable property *and polls, observing the constitutional ratio*, in said city, sufficient to pay the same or provide for the payment thereof; such taxes shall be levied and collected at the same time and in the same manner as other taxes are levied and collected upon property in said city: *Provided*, that the taxes collected under this act for the payment of said bonds and coupons, shall be used for no other purpose, and it shall be the duty of the clerk and treasurer of said town or city, as said cou-

pons are paid off and taken up, to cancel the same and report not less than twice a year to the board of aldermen or other proper authority the numbers and amounts of the coupons so canceled.

SEC. 5. That the question of the issue of said bonds shall be submitted to a vote of the qualified voters of each town or city at such time as the board of aldermen or other proper authority of the town or city shall determine under the rules and regulations prescribed for the election of the mayor and members of the board of aldermen of said city; the said board of aldermen or other authority shall cause a notice of said election and the purpose of same to be published in some newspaper of said town or city for thirty days before said election, and the clerk of the Superior Court of the county in which said town or city is located shall cause to be prepared and distributed at the various polling places in the said town or city a sufficient number of printed ballots favoring the issue of said bonds and a like number against the same; the said board of aldermen or other authority shall cause to be prepared and delivered at each polling place in the said town or city a ballot box indicating the purpose of the bond issue to be voted therein, as follows, "School Bonds $....." (stating the amount authorized by the said board of aldermen or other authority). All qualified voters wishing to vote in favor of the issuing of said bonds and levying the taxes herein provided for, shall vote a written or printed ticket with the words "For School Bonds," and those wishing to vote against issuing said bonds and the levying of the taxes herein provided for shall vote a printed or written ticket with the words thereon "Against School Bonds." If a majority of said qualified voters shall vote "For School Bonds" on the proposition submitted for issuing bonds for the purpose aforesaid, then it shall be deemed and held that the proposition receiving a majority of such qualified votes is favored and approved by the majority of the qualified voters of such town or city, and the said board of aldermen or other authority of such town or city shall cause to be prepared and issued for the purpose so approved of by a majority of the qualified voters of said town or city and levy taxes in accordance with the provision of this act.

SEC. 6. That the registration for the election shall be, if the said board of aldermen or other authority shall so order, the same as that which is or may be provided for the election of the mayor or other officers of said town or city, or the said board of aldermen or other authority may, in their discretion, order a new registration in the manner provided by law for new registration for election of said mayor and other officers, which said new registration may be especially for said bond election.

SEC. 7. That this act shall apply to towns or cities which have powers under special acts or charters as well as to those who derive their powers from the general law.

SEC. 8. That this act shall not be deemed or construed to repeal or abridge any powers, rights or privileges heretofore or hereafter granted by any special acts to any town or city, but shall be construed to grant additional powers where no such powers have been granted or coördinate powers where such powers have been already or shall be granted.

SEC. 9. That all laws and clauses of laws in conflict with this act, except as hereinbefore set out, shall be and are hereby repealed.

SEC. 10. That this act shall be in force and effect from and after its ratification.

In the General Assembly read three times and ratified this the 4th day of March, 1915.

1915, c. 81; 1917, c. 130.

SPECIAL-TAX SCHOOL DISTRICTS, CREDITS FOR TAX OF NON-RESIDENTS

The General Assembly of North Carolina do enact:

SECTION 1. That any parent or person *in loco parentis* residing outside of any special-tax district, urban or rural, chartered or otherwise, and owning property within said district, whose child, children or wards shall attend school in said distict, shall be entitled to receive as a credit on the tuition of said child, children or wards the amount of special school taxes paid on said property.

SEC. 2. This act shall be in force from and after its ratification.

In the General Assembly read three times and ratified this the 5th day of March, 1915.

1915, c. 93.

CONSTRUCTIONS

OF THE

PUBLIC SCHOOL LAWS

OF

NORTH CAROLINA

BY THE

STATE SUPERINTENDENT OF

PUBLIC INSTRUCTION

"The County Board of Education and all other school officers in the several counties shall obey the instructions of the State Superintendent and accept his constructions of the school law." (Section 4090, chapter 89, Revisal of 1905.)

A

STATE SUPERINTENDENT'S CONSTRUCTION OF THE COMPULSORY ATTENDANCE ACT OF THE GENERAL ASSEMBLY OF 1913, AS AMENDED

A conservative, State-wide compulsory attendance law was passed by the General Assembly of 1913, requiring attendance for four months continuously each year of all children between the ages of eight and *fourteen* years, allowing reasonable exemptions and providing reasonable penalties and adequate but inexpensive machinery for its enforcement. The following amendment to this bill was adopted and made section 11 of the act:

"The board of education of each county shall have power at their regular meeting held in July of each year and thereafter at any regular meeting to make such rules and regulations as they may deem best to secure the attendance of all children between the ages of eight and *fourteen* years upon schools of the county, and such rules and regulations, when approved by the county superintendent of public instruction, and posted at the courthouse door and at the door of each public schoolhouse in the county, shall supersede any provisions of this act in conflict therewith."

On account of a natural misconstruction by the press of the State in its reports of the meaning and effect of this amendment there is a widespread but erroneous opinion that any county board of education can, at its pleasure, set aside and practically nullify this act. In my opinion, the amendment does not by any means nullify the act. It is still obligatory upon every county to provide for compulsory attendance; in fact, the amendment itself states its purpose to be "to secure the attendance of all children between the ages of eight and *fourteen* years upon the schools of the county." No county board of education, therefore, is authorized to adopt any rules and regulations different from the provisions of the act that will not secure such attendance. This amendment, which is made section 11 of the act, must be construed with the other sections of the act, so that all may stand together, if possible, and so as to accomplish its clearly stated purpose of securing the attendance of all children between the ages of eight and *fourteen* years upon the schools of the county. In my opinion, therefore, it is clearly an enabling instead of a disabling section of the act applicable only to the machinery for the enforcement of the law for securing compulsory attendance, allowing discretion in the modification of this machinery so as to meet the different conditions in different counties, but conferring no power upon the county board to revoke or annul the general and fundamental provisions of the law as set forth in the first four sections thereof, or to defeat the purpose of the law as clearly set forth therein and reaffirmed and emphasized in the amendment itself, "to secure the attendance of all children between the ages of eight and fourteen years upon the schools of the county."

If the purpose and effect of this amendment should be construed to be to authorize county boards of education by passing rules and regulations to annul a law passed by the General Assembly, and in effect to enact another law in lieu thereof, then the amendment would *de facto* confer legislative power upon the county board of education, and would, therefore, be clearly

the convention.

unconstitutional. It would seem to be clear that the amendment was intended not to destroy the law, but to give flexibility to its administration. This is my construction of this law. In this construction the Attorney-General concurs. Under section 4090 of the Revisal of 1905 all school officers in the various counties are required to accept the State Superintendent's construction of the School Law; therefore, this construction of the compulsory attendance law will hold until overruled by the courts of North Carolina.

The purpose of the whole act to secure attendance of all children between the ages of eight and *fourteen* years upon the public schools is so clear, and the provisions of the compulsory attendance law are so moderate, reasonable, and conservative that I earnestly hope and believe that most of the county boards of education will find it unnecessary and undesirable to make any material changes in them, and will coöperate heartily in the enforcement of the law practically unchanged.

Section 3 of the omnibus bill of 1915 provides also that any county board of education, or any board of trustees of a town or city of more than two thousand inhabitants, may in its discretion raise the age limit to *thirteen* or *fourteen* years.

(Compulsory age limit has been raised from twelve to fourteen years.)

1. **The State Superintendent Has No Authority** to allow a parent or guardian to teach a child at home in lieu of sending such child to school for four months in the year, according to the compulsory school law. (September 8, 1913.)

2. **County Board of Education** has the right to allow attendance officer reasonable compensation to cover extra cost of prosecution under compulsory school law. (December 23, 1913.)

4. **Attendance Officer** may serve notices by mail on parents as to the absence of children from school. (See amendment compulsory school law, 1915.) (April 12, 1915.)

5. **Member of District Committee** may be appointed attendance officer. (July 31, 1913.)

6. **Refusal of Parent** to have child vaccinated in accordance with orders of Board of Health does not excuse the withdrawal of the child from school during compulsory period. (November 25, 1913.)

7. **A Pupil May Not** "work off" the required four months of compulsory school attendance at any time except that prescribed by the county board of education. (November 4, 1913.)

8. **Where Transportation is Provided** for children beyond the two-and-a-half-mile limit, the compulsory law should be made to apply. (December 14, 1914.)

9. **Attendance Under the Compulsory Law** must begin with compulsory period nearest eighth birthday of child and last four full terms of four months each. If a child becomes twelve years of age during a compulsory period, he must continue in school until the end of the compulsory period. The law does not recognize attendance for less than four months. (October 24, 1913.)

Under the amendment of 1917, compulsory period continues six full terms, and the child becoming fourteen years of age during the period must continue until end of compulsory attendance.

10. **The Expense of Transportation** of attendance officer cannot be taxed as part of costs in suit under compulsory act. Must be provided for under section 5 of compulsory law. (December 23, 1913.)

11. **Private School Teachers** must keep such records and make such reports of attendance of children under their instruction as will furnish satisfactory evidence that children of compulsory age are receiving satisfactory instruction and are attending regularly during the compulsory period. (November 12, 1913.)

12. **Notice of Absence of Child of Compulsory Attendance Age.**—Notice by school committeeman, unless he was also appointed as attendance officer, would not be sufficient notice under the compulsory attendance law. The fact that such committeeman had in his possession notices that are distributed by the State Department of Education to county superintendents would not be sufficient to constitute him a *de facto* officer under the law. The fact that a school committeeman is appointed attendance officer must appear in the minutes of the county board of education in order for him to have proper authority to serve as attendance officer. (April 12, 1915.)

I

DUTIES AND POWERS OF THE COUNTY BOARD OF EDUCATION

1. **Selecting a County Superintendent.**—The board has no more important duty than this, of electing a county superintendent. I beg to urge the observance of the following in the selection of a county superintendent: (1) Without fear, without prejudice, political or sectarian, having before your eyes only the welfare of the children and the success of the public schools, select the most competent man to be had for the money, choosing him from your county if such a man is to be found there, and if not to be found in the county, seeking him wherever he can be found, as the law permits. (2) If your present county superintendent possesses the necessary qualifications for a successful administration of his delicate, difficult, and important duties, as I trust he may, reëlect him and give him a chance to show what is in him and to make a greater success of his work, by paying him, if possible, a sufficient salary, under section 4144, to justify him in giving all his time and thought to the work of supervision, and to justify you in requiring him to do this. (3) Take advantage of the law and pay your superintendent as large a salary as your school fund will justify, but be sure that you get *more man and more time for more money. The county superintendent's office is the most important office in the county. He need not be a resident of the county when elected. If possible, he should be paid large enough salary to enable him to devote all his time to his work.*

2. **School Term Should be Continuous.**—The purpose of section 4123 is to prevent the division of the school term into two, as was so often done formerly, to the detriment of the school. *It simply means that the school term must not be divided and taught during different seasons of the year, unless*

some epidemic or other providential cause interferes with the regular term. The county board must exercise this control if it would carry out the provisions of section 4116.

3. **County Board and Superintendent May Make Regulations to Secure Regular and Prompt Attendance of Pupils and Teachers.**—*Under the provisions of section 4122 the county board and the county superintendent may make and enforce such attendance regulations as may be necessary to secure regular and prompt attendance on the part of the children. The same authority may also regulate the attendance of teachers on all meetings which may be thought to promote educational progress.*

4. **Mandamus Proceedings Against Commissioners Refusing to Levy Tax.**—When the county board of education has estimated the amount of money additional it will take to run the schools of the county four months and has requested the county commissioners to levy an additional tax sufficient to supply the deficit, the commissioners, having no discretion in the matter, are compelled to make the additional levy. If they refuse to do so, the board of education should bring a mandamus proceeding to compel the county commissioners to levy the tax, as directed in section 8, of chapter 33 of Public Laws of 1913. The judge of the Superior Court hearing the same shall find the facts as to the amount needed and the amount available from all sources, which finding shall be conclusive, and shall give judgment requiring the county commissioners to levy the sum which he shall find necessary for four months. (August 16, 1909.)

5. **Expense of County Board in Maintaining Its Authority Authorized.**—Any reasonable expense, including attorney's fees, incurred by the county board of education in maintaining its authority and in executing the school law is authorized by section 4125. The county board, however, sits as a court, and I do not think it would be justified in employing counsel to maintain a position taken by one faction in a district against another faction of the people. The position of the board is and ought always to be a judicial one; but after the board has taken a position upon any question, or has made a ruling, then it would be both lawful and proper for it to employ necessary counsel to sustain it. (April 2, 1909.)

6. **Lease of School Property by County Board.**—The county board of education has no authority to lease a part of the school building to secret order, or for other purposes, for a period of time extending beyond its term of office. (January 15, 1910.)

7. **School Sites; Power of County Board to Fix, Not Limited.**—The power of the county board of education to fix a school site in any school district, local tax or nonlocal tax, is not limited. (January 17, 1911.)

8. **County Board May Offer Reward for Arrest.**—The county board of education has the authority, under the general provisions outlined in section 4121 of the Revisal, to offer a reasonable reward for the apprehension and conviction of the parties who burn a public schoolhouse. (April 12, 1911.)

9. **Member of County Board May be Allowed Compensation for Services as Acting Superintendent.**—In case of a vacancy in the office of county superintendent, pending a *bona fide* effort to fill the vacancy, a member of the county board acting as county superintendent may receive compensation for this service. (June 27, 1911.)

10. **Retiring Member of Board of Education Has No Voice in Selecting Superintendent.**—A retiring member of the county board of education whose term of office expires on the day the county board is to select a county superintendent for the next two years has no voice in the selection of said superintendent. The superintendent should not be chosen until the incoming new member of the board has qualified and has taken his place as a member of board. (July, 1911.)

11. **The County Board of Education** has the right to review the decisions of school committees in all cases where controversy arises, and the decision of the county board is binding on all parties until reviewed by the courts. (March 26, 1913.)

12. **Districts May be Abolished or Consolidated** by county board of education, but provision must be made for each child of school age to attend some school free of tuition. (October 16, 1914.)

13. **Children May be Transferred** by county board of education from a nonlocal-tax district to a local-tax district for the regular school term, provided the consent of committee in local-tax district is given. If such children attend longer than the term provided by the county and State taxes, however, the local committee have a right to charge a reasonable tuition. (October 20, 1914.)

14. **County Board of Education Cannot Compel** committee in a local-tax district to admit children from outside the local-tax district free of tuition. (October 7, 1913.)

15. **If School is Closed** in a special-tax district before all the special-tax funds are used the amount remaining must be left in the hands of the treasurer to the credit of the local committee, and be used by them for teachers' salaries at the succeeding term or terms of the school. (January 18, 1915.)

16. **The Closing of a School for Nonattendance.**—Section 4164 places the closing of a school for nonattendance absolutely in the hands of the county board of education upon recommendation of the county superintendent. If the attendance runs below one-fifth of the school attendance, and as low as not more than six to ten children in daily attendance, good judgment and economy would suggest the advisability of putting parents and teachers on notice that, unless they can secure a sufficient attendance to justify the continuance of the school, it will be closed. (March 27, 1915.)

17. **The Borrowing of Money** by county board of education for the payment of teachers' salaries as specifically authorized and directed in section 4164 of the Public School Law, and the board should exercise the privilege thus granted in securing funds for the prompt payment of teachers' salaries monthly if the funds cannot be secured otherwise.

18. **Duty of the County Board of Education to Pay Teachers' Salaries Promptly.**—Under section 4164 of the Public School Law, it is the duty of the county board of education to borrow the money for the payment of teachers' salaries, if found necessary to do so before the taxes have been collected and turned over to the treasurer. The bank from which the money is borrowed on the note of the county board of education, under the agreement, has the right to hold for its own protection and the protection of the county board teachers' vouchers paid as collateral security in payment of the note until the money is in the hands of the treasurer from the payment

of the taxes for the settlement of the note, or for partial payments on the note from time to time, which could be paid in and credited on the note as paid in. When the money from taxes collected is in the hands of the treasurer, and he turns it over to the bank and takes up the note, or any parts thereof, if paid at different times, the bank shall then turn over to the treasurer the teachers' vouchers, and the treasurer will then be entitled to his commissions on such part or all of the amount borrowed as he may have paid, and for which the bank turned over to him the teachers' vouchers as vouchers in his hands for the amount paid to the bank. This item, if outstanding on the first of July, will have to be reported as money borrowed for the payment of teachers' salaries, under section 4164, both by the treasurer and the county superintendent, for the board of education on the financial report of each. (July 24, 1916.)

19. **Appropriation for Buildings** in graded school districts and in cities and towns should be made by the county board of education on exactly the same basis as for other school districts. The county and the school district are the only school units recognized under the law, and the fact that a district has a special charter should not operate to exclude that district from an equitable share in the county building fund. (February 21, 1913.)

(a) **Public School Funds** may not be appropriated by county board of education for special privileges at a private library. (See section 4116.) (January 15, 1915.)

(b) **Public School Funds** may not be used for employing health officer until six months term is reached in every district. (June 23, 1913.)

(c) **Public School Funds** may not be used to purchase automobile for use of county superintendent. (June 14, 1913.)

20. **Member of County Board of Education May Not Vote by Proxy.**—There is no provision in the law by which a member of the county board of education may leave his proxy or power of attorney with another member of the board to vote for him during his absence from the State. (March 28, 1917.)

21. **Meetings of County Boards of Education.**—Under section 4133 of the Public School Law the county board of education is authorized and directed to hold meetings on the first Monday in January, April, July, and October. Each of these meetings may continue in session two days, if necessary. The board may have called meetings of one day each as often as once a month, if the school business of the county require it. This would authorize one called meeting for each month of the year, if found necessary. The called meetings, therefore, could not exceed one each for each of the twelve months during the year, and could not exceed one in any month. (July 25, 1916.)

22. **Compensation of a Member of County Board of Education for Special Services.**—A member of the county board of education, by order of the county board, may be paid, in addition to actual expenses, a per diem not to exceed the regular per diem of a member of the board, for extra service, ordered by the county board of education, as the representative of the county board in connection with the work that the law places under the control of the county board and makes the county board responsible for which the county superintendent, as the representative and the agent of the board,

cannot attend to. In cases of this sort an extra service calling for extra compensation by members of the county board of education, ordered by the board, should not be ordered except in cases of emergency which the county superintendent cannot look after and in which the interest of the schools would materially suffer without such extra service of the members of a committee of the board. Such extra service and compensation by members of the board are always subject to criticism and sometimes to abuse, and should be avoided as far as possible. (July 25, 1916.)

II

THE COUNTY SUPERINTENDENT

1. **Office Expense for County Superintendent; County Board Must Provide for.**—Section 4139 of the Public School Law requires the county board of education to provide the county superintendent with an office at the county seat. I do not think there can be any doubt as to the meaning of these words. Evidently an office without heat would be an unheard-of thing; therefore, I am sure that fuel should be included, also necessary furniture and office supplies.

2. **Weekly and Monthly Reports.** The law fully authorizes the county superintendent to require such reports from teachers in charge of public schools as to him seem advisable. Voucher for teacher's salary should not be approved at the end of the month till the monthly report has been received. The same rule should be adopted with reference to final reports.

3. **May a County Superintendent Teach?**—For good and sufficient reasons, a county superintendent will be permitted to teach during the year, provided satisfactory arrangements be made for visiting the schools while in session and otherwise obeying the law. Whatsoever arrangements are made should be submitted to the State Superintendent and the State Board of Education for approval. But it is best, wherever possible, for the superintendent to give his undivided time to the supervision of the schools in his county.

4. **The Professional Qualifications for County Superintendent** made by section 4135, so far as they refer to experience, mean actual teaching or actual supervision of schools. The chairman of the county board of education could not be considered as a supervisor of schools within the meaning of this act. (November 23, 1914.)

III

DUTIES AND POWERS OF SCHOOL COMMITTEEMEN AND TRUSTEES

1. **Removal of Committeemen from Office.**—Under section 4126 of the Public School Law the county superintendent, when charges are made against committeemen, should report such charges to the county board of education, which board should then formulate the charges and give in writing at least ten days notice to the committeemen of the charges preferred against them. This notice should be served by the proper officer, as directed by section 4127 of the Public School Law, unless the committeemen accept service in a different manner. The county board should appoint a day for

the hearing of the charges and thoroughly investigate them, giving the accused committeemen an opportunity to be heard and to offer evidence. After such hearing the board should decide whether the committeemen should be removed or not. A complete record of the entire proceedings should be entered on the minutes of the board.

2. **Trusteeship an Office of Trust.**—Under the language of the Constitution and the decisions of our courts, I am constrained to believe that a trustee or committeeman of a school should be regarded as holding an office of trust. (May 3, 1909.) Under section 1 of chapter 170 of the Laws of 1913, *Women on School Boards*, these positions are declared to be places of profit or trust and not offices in this State.

3. **Retiring Trustees Have No Voice in Choosing Their Successors.**—In the election of new members of a board of trustees of a graded school the retiring members should have no voice in the election of their successors. (May 18, 1909.)

4. **Voucher for More Money Than is to the Credit of the District.**—The law forbids the signing of a teacher's voucher for more money than the district has to its credit. Section 4150.

5. **Trustee or Committeeman Cannot Hold Other Public Office.**—"A public office is an agency for the State, and the person whose duty it is to perform the agency is a public officer." The first question asked is, Can a party who is school trustee and committeeman, without pay or profit, hold, at the same time, the position of county commissioner? I do not think so.

In the case of *Barnhill v. Thompson*, 122 N. C., 493, it is held that the board of county commissioners and the county board of education each constitute an office, and what is said there in regard to the county board of education, I think, applies with equal force to school trustees or school committeemen. The fact that no salary was received in one of the places makes no difference. *Welker v. Bledsoe*, 68 N. C., 457.

Second: Can one person be, at the same time, clerk of the Superior Court and a member of a school committee? I do not think he can. A clerk of the court is clearly an officer within the meaning of the Constitution, Article XIV, section 7. See *White v. Murray*, 126 N. C., 156.

Third: Can a man hold, at the same time, the position of school committeeman and be a trustee for the Institution for the Feeble-minded? I think these positions are incompatible. In the case of *Welker v. Bledsoe*, *supra*, Chief Justice Pearson says: "The duty of acting for and in behalf of the State constitutes an office. According to this principle, the trustees of the University, the directors of the Penitentiary, of the lunatic asylum, and of the Institution for the Deaf, Dumb, and Blind are public officers. This is put beyond doubt by the Constitution, Article XIV, section 7." (April 18, 1911.)

6. **Pupils May Not be Debarred** from public schools by committee on account of previous immoral conduct, provided the conduct of such pupils at present is not such as to be detrimental to other pupils. (September 18, 1913; December 19, 1914.)

7. **Committee May Dismiss Teacher** who has tuberculosis or other disease which might be damaging to pupils. (December 26, 1913.)

8. **Committeemen Cannot Contract with Teacher** for a longer term than

the public money will provide; and any contract made for a longer term than can be provided by the public money of the district is not binding on the committee. (January 7, 1914.)

9. **Committeemen for Special-tax Districts.**—Section 4115 of the Public School Law directs the county board of education to appoint a committee for special-tax districts voted under that section, and I have always ruled that such a committee should be appointed and that their authority in that district supersedes the authority of the township committee. I think there can be no doubt about this. (June 14, 1915.)

10. **A Man Who is Not Eligible to Vote May Serve as School Committeeman.**—The position of school committeeman or member of the board of trustees of educational institutions is declared to be a place of profit or trust, and not an office, and, therefore, a man is eligible to serve as a school committeeman who has not been in the State two years and is not a voter. These are requisite for holding office, but not for holding a place of profit or trust that is declared by statute not to be an office. (September 25, 1916.)

11. **Acts of a School Committeeman Whose Term is About to Expire, Legal.** Under section 4145 of the Public School Law, which expressly states that a committeeman shall serve until his successor is elected and qualified, any action of the committeeman in the meantime as school committeeman would be legal. The employment of a teacher and the contract with her, however, would not be legal unless the requirements of section 4161 of the Public School Law were complied with. (August 31, 1916.)

IV

DUTIES, PRIVILEGES, AND QUALIFICATIONS OF TEACHERS

1. **College Diploma No Exemption From Examination.**—Section 4163 of the Public School Law abolishes all exemptions from examination heretofore conferred by certain diplomas. Every applicant for certificate must be examined by the county superintendent and hold a certificate from him or from the State Board of Examiners before contracting to teach in any public school.

2. **Road Duty; Teacher Not Exempt.**—Under section 2725 of the Revisal of 1905 no one of road age is now exempt from the provisions of the road law, except by special statute of the General Assembly or by special action of the road supervisors.

3. **Compensation for Substitute Teacher.**—The question of allowing compensation for a substitute teacher during the illness of the regular teacher is one that appeals to the sense of justice. If the compensation is allowed, order for the same would have to be made in behalf of the regular teacher, who would then pay the substitute teacher himself. The committee would have no legal right to sign a voucher for the payment of the salary of any teacher who did not hold a teacher's certificate. Of course, the substitute teacher should be acceptable to the committee.

4. **Teacher Has Right to Make and to Enforce Rules for Discipline in Schools.**—Under section 4166 a teacher in a county school has the right to

make and enforce reasonable rules for the maintenance of such discipline as may seem proper to the teacher. Appeal from these rules may be made to the county board of education, who, for sufficient cause, may rescind the rules.

5. **Teachers' Rights Over Pupils on Way to and from School.**—The teacher has a right to make reasonable rules governing the conduct of pupils on the way to and from school, and to enforce same. (April 2, 1912.)

6. **Contract With Teacher Binding; When Not.**—Contract with teacher is binding in case schoolhouse burns and can be easily subsittuted for by renting or otherwise. But if suitable place to teach cannot be secured, committee is not bound. (June 9, 1911.)

7. **Salary of Second Grade Teacher Cannot Exceed $35.**—Under section 4163 a committee in a special-tax district is not authorized to employ second grade teacher for more than $35. (July, 1912.)

8. **Thanksgiving Day a Legal Holiday.**—Thanksgiving Day is a legal holiday and should be counted as a day in the school month. It would be both unlawful and impious to charge up the Day of Thanks against the teachers of the State. (December 4, 1909.)

9. **Holidays.**—It has been our ruling that Thanksgiving Day should be observed as holiday in the public schools, and that the teachers as well as the pupils must be given that day. The observance of other holidays is largely a matter of regulation by the county board of education and the school committee. With our short school term, especially in the rural schools, I should not advise the observance of other holidays—like Washington's birthday—except by special exercises of a patriotic nature in the schools. If other holidays are taken, except under extraordinary circumstances, the teacher should, in my opinion, be required to make up the time at the end of the term. (March 21, 1917.)

10. **What Constitutes a School Day?**—I presume that in construing the law fixing a school day at not less than six hours nor more than seven hours the committee would have to use the same common sense that they would use in other business. A literal construction of the law would, I presume, require at least six hours of school work. A reasonable construction would probably allow short recesses to be taken out of this time, as the teacher is compelled to remain and have supervision of the children during recesses. If the amount of time taken for recess is excessive, of course, it should not be included in the six hours. You can easily understand how, if the teacher was allowed to count all recesses and to give as much time for recesses as he chose, the number of hours of work might be too greatly reduced. Whether the law ought to be construed to require six hours of actual school work would depend, I think, to some extent, upon the season of the year and the distance that the children living farthest from the school had to walk. For example, in many places it would be difficult in the winter to begin earlier than 9 a. m. or to close later than 4 p. m. This would give six hours of work, with an intermission of an hour for dinner, but would not include any short recesses between times, which are usually desirable, and which, I think, ought to be included in the six hours.

The trustees of a school operated under special charter may, in conjunction with teachers, make such regulations as they deem wise.

11. **Criminal Charges Against Teachers.**—The committee should refuse to sign the voucher of a teacher who falsified in his report as to the number of days he taught, and should report the facts to the county board of education, giving their reasons for refusing to sign. Then, under section 4127, the county board of education could investigate the matter, after written notice of ten days as therein provided, and, if the charges be sustained, could debar the teacher from teaching and cancel his certificate.

12. **Teacher Cannot Expect Reimbursement from School Fund for Stolen Property; Cannot Sue Board for Such Loss.**—School authorities should not be held responsible for personal property of teacher while in the employ of school, even if property is stolen from public schoolhouse. Trustees can make allowance to teacher for such stolen property if they think proper, but the school fund is not liable in damages for amount by suit. The county board of education is a corporation conducting part of the functions of the State Government, and suit cannot be brought against it in the absence of a statute so providing. (July 3, 1911.)

13. **High School Principal Cannot Serve as Member of County Board.**—Under section 4119 a principal of a public high school cannot serve as a member of the county board of education. (July 3, 1912.)

14. (a) **Teacher May Require** pupil to study subjects prescribed by law, and if parent objects to the child's taking the prescribed course the teacher may dismiss the pupil from school. (November 13, 1912.)

(b) **Teacher May Require** children to sweep the school room and perform other similar duties where there are no funds provided for janitor service. (September 20, 1913.)

(c) **Compensation for Time School is Stopped on Account of Providential Hindrance.**—A teacher may not legally draw salary for the time school is stopped on account of providential hindrance. Man cannot be held responsible for the act of God. (April 13, 1916.)

15. **Salary of Teachers in Special-tax District.**—Special-tax funds may be used for the improvement of the special-tax school, such as supplementing the salary of first grade teachers, in order to get better teachers, improving the schoolhouse grounds and equipment, all of which are purposes for which school funds can be legally used, under the Public School Law, and the recommendations of the special-tax committee unless unreasonable, should be approved by the county board of education and the county superintendent. In this matter of improving the school of a special-tax district the main purpose and the main inducement for supplementing the State and county apportionment by local taxation is to improve the district school, not only by extending the term, but by improving the equipment and securing the best teachers possible. (January 31, 1916.)

V

RIGHTS AND OBLIGATIONS OF PATRONS AND PUPILS

1. **Rights of Bona Fide Citizens to Patronize School.**—Any person moving into a graded school district and becoming a *bona fide* citizen has a constitutional right to send his children of school age to the public graded school of such district without paying tuition, from the time that he becomes a *bona fide* citizen of that district.

2. **Bona Fide Residents Entitled to School Facilities.**—When a person moves to a town for the purpose of making his home there, he at once becomes a *bona fide* resident, and, therefore, has a right to send his children to the local public school. But, on the other hand, if he moves to town just for a few months in order to get the benefit of the graded school, then he should not be regarded as a resident, and, therefore, would not be entitled to send his children to the graded school without the payment of tuition. I am of the opinion that an order made by the school board that for one to be entitled to send his children to school he must have been a *bona fide* resident of the town or district for twelve months is an *ultra vires* act on the part of the authorities. This would be in violation of the Constitution providing that all children have an opportunity to go to school four months each year. (January 8, 1910.)

3. **Patrons of School District Defined.**—The patrons of a public school district are those living in the district who have children or stand *in loco parentis* to children within the school age. (August 5, 1909.)

4. **Admission of Pupils Cannot be Refused Because of Overcrowded Conditions.**—Graded school trustees or committees have no legal right to refuse, for the reason that the grades are overcrowded, to admit pupils who are of school age and residents of the district. (January 22, 1910.)

5. **Pupils Over Twenty-one Years of Age May Attend School Upon Payment of Tuition.**—Section 4151 of the Public School Law provides that tuition in the public schools shall be free to all children between the ages of six and twenty-one, and also gives authority to the school committee to admit as pay students persons over twenty-one years of age. The tuition charges for such pupils must be fixed by the committee and the proceeds turned over to the county treasurer, to be used as a part of the public school funds of the district. (April 16, 1906.)

6. **Children of Orphanage Have No Legal Right to Attend Public School Free of Tuition.**—Question: Whether or not the children of an orphanage located within the corporate limits of a town have a legal right to attend the public school of the district without tuition. They have not. (January 19, 1911.)

7. **Children of Orphanage Should Not be Included in Census.**—Children who are inmates of an orphanage situated within the borders of a graded school district should not be included in the census of pupils who may be expected to attend said graded schools. (July 2, 1912.)

8. **Public Schools for Indians; County Board Must Provide.**—It is the duty of the county board of education to provide public school facilities for the Indian children of the county in which such children may reside. The Indian children shuld be treated as white and negro children in the apportionment of the school funds of the county, and separate schools, under the law, must be provided for them, if they are taxpayers and the Federal Government has provided no school or inadequate school facilities for them.

9. **A Pupil is Not Exempt** from road duty if he is a resident of the district. If a nonresident, he is exempt. (November 12, 1913.)

10. **Pupils May Not be Required** by teacher to make up work on Saturdays which was missed on regular school days. (October 26, 1914.)

11. High School Students from outside the county should be charged reasonable tuition rates for attendance upon State high school. (September 10, 1914.)

12. Studies for High School Pupils.—The course of study for public high schools is prescribed by the State Superintendent of Public Instruction. It is given in detail in the bulletin issued by the office of the Superintendent of Public Instruction. Students of the high schools are required to pursue this course, unless they offer to the teacher and the high school committee valid excuse for deviation from it. Pupils desiring to be excused from taking this course would, of course, have the right of appeal from the action of the teacher and the high school committee to the county board of education. It is the duty of the teacher and of the school committee to enforce the course of study as prescribed, unless the best reasons can be offered by the student for being excused from any part of it. It would be a dangerous precedent to excuse the pupils from any part of the prescribed course for flimsy and insufficient excuses, and would, of course, result in throwing the course of study into chaos. (January 14, 1916.)

13. Corporal Punishment of Pupils by Teachers.—Teachers stand *in loco parentis* and are clothed with certainly a reasonable authority for correcting the pupils placed under their charge. A moderate degree of corporal punishment can be inflicted without violation of the law, if it be done so as not to inflict permanent injury, or without any malicious or evil purpose on the part of the teacher. This question was decided very early in our State by our Supreme Court, 19 N. C. Report, page 365, in the case of *State v. Pendergrast*, in which Judge Gaston laid down the rule which seems to have been consistently followed by our courts up to the present time. (March 21, 1917.)

VI

SCHOOL DISTRICTS AND DISTRICT FUNDS

(a) *Regular.*
(b) *Special-Tax Districts.*
(c) *City and Graded School Districts Under Special Charter.*
(d) *Bonds.*

(a)

1. Fixing Boundaries of Districts Left to Discretion of County Board.—County board of education has authority, under section 4129, to divide the townships and the county into convenient school districts. The formation and consolidation of districts are placed in the discretion of this board. The Attorney-General advises me that in the case of *Howell v. Howell*, in Haywood County, the Supreme Court of North Carolina holds that the laying off of school districts and the fixing of their boundaries is in the discretion of the county board of education, and no appeal therefrom lies to the courts. It is, of course, however, a discretion that should not be exercised arbitrarily, and I feel sure that the county board of education will, as directed in section 4129, always consult the convenience and necessities of the people in fixing the boundaries of the districts, and will give a full hearing to both sides before determining the matter. (June 6, 1910.)

2. **Three-mile Limit; When It Does Not Apply.**—The three-mile limit does not apply to new and old houses in consolidated district, when old houses are to be abandoned. (June 6, 1911.)

3. **Change in County Lines Does Not Interfere With Unused Previous Apportionments.**—Last year the board of education of Cumberland County apportioned to Montrose School District, No. 2, funds sufficient to carry on a four months school. It seems that there was no building in District No. 2, and that certain patrons of the school agreed to furnish a house in which the school could be carried on. There was some delay, but the building has been completed at an expense of some four or five hundred dollars. The question has now arisen as to whether or not the money set apart to this school should be used for conducting it, inasmuch as the district will be in the territory cut off from Cumberland to make a part of Hoke County. Upon the facts stated I am clearly of the opinion that the children in this District No. 2 are entitled to the money set apart by the board of education for their use and benefit. The children of that district are entitled to their own, independent of the shifting of county lines. (March 10, 1911.)

(b)

4. **Boundaries of Local-tax Districts, How Changed.**—County board of education has no authority to take territory from a local-tax district formed by special charter and transfer to another local-tax district. It can change boundary lines between local-tax districts formed under section 4115, but not between one formed under that section and another formed by special act. (September 12, 1911.)

5. **Boundaries of Local-tax Districts Cannot be Changed so as to Reduce District After Election is Called.**—After an election for a local tax has been duly called the county board of education has no authority to reduce the size of the district by making changes in the notices already posted, cutting out certain territory. If the election is regularly called and regularly held, the tax should be levied on the original district. (December 18, 1911.)

6. **Contiguous Territory Defined.**—"Contiguous territory" in section 4115 refers to territory adjoining, but not lying within, a special-tax district. (September 12, 1911.)

7. **Special-tax District; Commissioners Cannot Levy More Than Maximum Rate; Cannot Reduce Amount to be Voted on After Notice of Election.**—The commissioners of a county can never levy more than the maximum amount of taxes voted for by the people in a special-tax district. But if the maximum amount should be found to be more than the district required, then, upon recommendation of the county board of education, it would be lawful for the commissioners to levy less than the maximum amount voted for. As to the question of reducing the amount of taxes to be voted on after the call and notice of election, I beg to advise that such a reduction would be equivalent to ordering a new election, and the same notice would have to be given after the reduction as if no notice had been issued at all. (April 23, 1910.)

8. **Taxation in Local-tax Districts; Commissioners Cannot Change Rate of.** The board of county commissioners cannot legally change the rate of taxa-

tion in a special-tax district after the tax has been duly voted according to law, in cases where the order for the election specifies the rate and due publication of the notice has been given. (February 1, 1909.)

9. **Tax List in Special District; Expense of Making Borne by County Commissioners.**—Under section 4115 it is the duty of the county commissioners to pay all expenses incident to levying and collecting the tax in a special district. (November 23, 1909.)

10. **The School Fund** is not liable for any part of the expense of listing the taxes in special-tax districts. Special-tax funds, however, levied and collected under section 4115, are liable for commissions of all legally commissioned officers who collect and disburse such fund. (March 11, 1915.)

11. **Control of Special-tax Funds in Hands of Committee.**—After the establishment of a special-tax district and the appointment of the committee for that district, the employment of the teacher and the control of the special-tax fund is vested in the committee of the district.

12. **Township High School Tax.**—Under section 4113 of the Public School Law a township high school tax can be voted, irrespective of the boundaries of any special-tax districts that may be included within the township boundaries.

13. **A Part of Local-tax Fund for High Schools.**—A part of the local-tax fund raised under section 4115 may be specifically set apart for high school instruction, after sufficient reservation has been made for the elementary grades, although the tax may not have been voted particularly for high school purposes.

14. **When Special-tax Levy May be Made by County Commissioners.**—If a special-tax election is held and carried before the levy is actually made by the county commissioners, the levy of the special-tax will be legal. If, however, the election is not carried until after the tax levy has been made by the commissioners for any particular year, it cannot be legally made for that year, after the date that is set by law for making the levy. A special-tax levy shall be made at the same time and in the same manner as other taxes under the law. (June 23, 1916.)

15. **Petition for Special-tax Election** under section 4115 must be approved by the county board of education in session at a regular or a called meeting. (March 2, 1917.)

16. **Freeholder Defined.**—One who is not a qualified voter cannot be counted as a freeholder within the meaning of the law. (July 25, 1916.)

(c)

17. **Special-tax District; One Town Cannot Invade Corporate Limits of Another Town in Establishing.**—Section 4115 does not authorize one town to invade the corporate limits of another town for the purpose of establishing a special school-tax district.

Section 4114 provides for the support of schools in towns and cities by special taxes, and section 4115 covers the county outside of the incorporated towns.

I think that under section 4115 a district can be established containing all the territory within the corporate limits of a town and also include some

outlying territory, but I do not think that the corporate limits of another town can be invaded. (March 20, 1911.)

18. **Act of Legislature Reducing Size of District is Constitutional.**—In 1907 the Legislature incorporated a school district in a certain county in North Carolina, including a great deal of territory in the district, and submitted to the people within said district, upon election held under said act, the question as to whether or not they would issue twenty thousand dollars in bonds for the purpose of erecting a school building and carrying on a school in said district. Certain parties who are on the outer limits of said district are now requesting that an act be passed by the General Assembly taking them out of the district and relieving them of the special tax. The question you wish passed upon is, Would an act of the kind be constitutional? It seems to be well settled that an act passed by the Legislature cutting away part of a school district, whether said district is in debt or not, would be constitutional. (February 14, 1911.)

Nullified by constitutional amendment 1917, forbidding changing boundaries of school districts by act of Legislature.

19. **Compensation for Disbursement of City School Fund.**—Section 2728 of the Revisal of 1905 authorizes the county board of education to fix the compensation of the treasurer at such sum as it may see fit, provided the amount does not exceed two per cent on disbursements. If the special tax is paid to him and then paid by him to the local treasurer, he might have a technical right to claim his commissions upon the amount as a disbursement, though I have always advised that a disbursement of this sort in a lump sum was not such a disbursement as was contemplated by the section named, as it was largely a matter of form, without trouble to the treasurer, and that, therefore, the county board of education should regulate the commission upon it, and either allow the treasurer no commission upon that sum or else allow him a very much smaller commission than was allowed upon other disbursements, the local treasurer receiving the larger part of the commission for disbursement, as he was compelled to have all the trouble in disbursing it in small amounts and keeping the books and accounts. In a word, the matter should be regulated by agreement between the local board of trustees and the county board of education. There certainly should not be double commissions allowed on the same school fund—one to the county treasurer and the other to the local treasurer. The commissions on both certainly should not exceed the maximum fixed by the statute, and, if necessary, it should be divided between them in proportion to the trouble and responsibility of each. In case an equitable agreement cannot be reached, then I would advise an amendment to your school bill, directing the special tax to be paid directly to your local treasurer, who is under bond, without passing through the hands of the county treasurer. The matter is regulated in this way in a number of special school acts of towns and cities.

20. **Reports from City Schools.**—Section 4165 of the Public School Law requires full reports of the city schools to the State Superintendent, also to the county superintendent, in such form and at such time as may be directed by these officers. No school operating under special charter that is sup-

ported wholly or in part by public funds has a right to refuse to make these reports and expect to continue to receive its proper share of public school money.

(d)

21. **A Public High School Under the State-wide Bond Act, Meaning of.**—In my opinion, any public school in which grades above the seventh grade are maintained and instruction given in high school branches is a district public high school, and any district maintaining such grades and giving such high school instruction in its public school comes within the meaning of the State-wide bond act, and has a right to hold an election and vote a bond issue under that act. (March 27, 1917.)

22. **The Amount of Tax to Levy to Pay Interest and Provide for Sinking Fund for Bond Issue.**—The tax levy for bond issue must be limited to the amount actually needed for taking care of the interest of the bond issue and providing for the sinking fund. (June 23, 1916.)

23. **Sufficiency of Notice of Election Called for Bond Issue.**—The order calling for an election for a bond issue under section 1 of chapter 55 of the Public Laws of 1915 must set forth the maximum tax that may be levied, and except it does set forth the maximum tax that may be levied, the order calling the election is not sufficient in this respect. (June 19, 1916.)

VII

BRANCHES TO BE TAUGHT AND TEXT-BOOKS

1. **When High School Subjects May be Taught.**—High school branches cannot be taught in schools having only one teacher, and may be taught in schools having more than one teacher only after adequate provision has first been made for the thorough teaching of the elementary branches mentioned in section 4087.

If high school work is attempted, it must be free to all children in the district. (December 3, 1914.)

2. **Bible as Text-book in Public Schools.**—Not prescribed in section 4087 of the Public School Law. Not advisable to attempt to use it as a text-book on account of denominationalism. Proper to use it for devotional exercises. (September 7, 1906.)

3. **Text-books, When Exchangeable.**—An exchangeable book is incapable of exact definition, but there ought to be no difficulty in determining whether or not the book is in such condition as to be usable. The fact that a book has its back torn off, or a leaf missing here and there, would not prevent the book from being exchangeable. The book must be in such condition that, if there had been no change, it could have been used by the child in the public schools. (December 4, 1911.)

VIII

LOANS AND LIBRARIES

1. **Loans to Whom; Installments, How Paid.**—Loans for building schoolhouses are made by the State directly to the county board of education for

specified districts. The annual installments are paid in one sum to the State Treasurer. The county board is authorized by law to deduct the annual installments from the apportionments made to districts that have received loans. The board could, of course, if it saw fit, allow for these installments by making additional apportionments to the districts or by making apportionments out of the building fund to those districts each year.

2. **Additional Apportionment by County Board to Meet Interest and Installment on Loan.**—The county board of education may make an additional apportionment out of its building fund to assist a district in paying the interest and installment of its loan made in accordance with section 4056.

3. **County Appropriations for Libraries.**—The State appropriation for rural libraries is limited to five thousand dollars for two years. The number of new libraries to the county for which this fund is available before November 30th of any biennial period is six. There is no authority in the law for the county board to appropriate any money for rural libraries except the specific authority conferred by the rural library act, and this is conditioned always upon the raising of ten dollars by the community and the appropriation of ten dollars by the State. The same law, therefore, that limits the number of libraries for which appropriation may be made by the State also limits the number for which appropriation may be made by the county during the two-year period. I am of the opinion, therefore, that the county board has no legal authority to make an appropriation for more than six original rural libraries during the two-year period ending November 30th.

(See sec. 1, subsec. d, Laws 1915.)

IX

SCHOOL FUNDS

(a) *General (Including Fines, Forfeitures, and Penalties).*
(b) *Special Tax.*
(c) *City Schools Under Special Charter.*

(a)

1. **County Board Has No Power to Designate Bank at Which Treasurer Shall Deposit School Funds.**—The treasurer and the sureties on his bond are responsible for the safe-keeping of the school fund. Being liable on his bond for the safety of the fund, it is proper that the treasurer should have the power to determine where and in what manner the fund shall be kept. The county board of education has no power, therefore, to designate the bank in which the school fund shall be kept. (July 3, 1912.)

2. **Special Poll Tax for Other Than School Purposes.**—The county school fund is not entitled to any part of a poll tax levied by the Legislature for special county purposes other than for schools.

3. **Fines, Forfeitures, and Penalties Must be Recorded and Reported.**—All fines, forfeitures, and penalties must be recorded and reported as required by section 5, Article IX, of the State Constitution. Policemen or other officers cannot legally accept fines and make compromises without judgment.

4. Fines, Forfeitures, Etc., Cannot be Remitted.—The county board of education cannot remit by compromise any portion of fines, forfeitures, and penalties due the county school fund and diverted by towns and cities.

5. Fines, Etc., Imposed in Mayor's Court Must Go to County School Fund.—All fines, etc., imposed in mayors' courts of towns and cities must be properly reported and paid over to the county school fund, and failure to do so is a misdemeanor. Evasions are illegal.

6. Fines Imposed by Recorder's Court Must Go to County School Fund.—Fines imposed by a recorder's court must go to the general county school fund, and not to the graded school fund of the town in which the recorder's court sits. (May 14, 1909.)

7. Penalties under the Law Must Be Turned into the Public School Fund of the County in Which They Are Imposed and Collected.—Section 5 of Art. IX of the Constitution of North Carolina provides that the clear proceeds of all penalties, forfeitures, and fines collected in the several counties for any breach of the penal or military laws of the State shall be faithfully appropriated for establishing and maintaining free public schools in the several counties of this State. Under this provision of the Constitution of North Carolina, all penalties imposed under sections 5217, 5228, 5230, 5232, 5233, and other sections of the Revisal of 1905, providing penalties for failure to list property for taxation or to pay taxes, as well as all such penalties provided in the Revenue and Machinery Acts, must be turned into the public school fund for the establishment and maintenance of public schools as provided in the Constitution of the State. (August 3, 1917.)

8. Fines Cannot be Remitted by Another Judge.—Fines imposed by a judge cannot be remitted by another judge. (August 29, 1910.)

9. All Fines, Forfeitures, and Penalties recovered in city or recorder's court in any criminal action are payable to general school fund of county, for all warrants issued in such cases are issued in the name of the State. (See section 3072, Revisal 1905.) City, however, may sue in civil action in name of city. Any judgment rendered under such civil action is merely a debt, and the person against whom such judgment is rendered cannot be arrested for nonpayment. (February 23, 1914.)

10. Stills, Sale of Materials Taken From, Regarded as Forfeiture.—The sale of materials from stills taken in the enforcement of the prohibition law is considered forfeiture, and the proceeds therefrom should be turned over to the county school fund. (July 6, 1912.)

11. City Schools Are Entitled to Equitable Part of Building Fund.—The city schools are entitled to their equitable part of the building fund. They pay their part of it, and in the apportionment of the building fund, just as in the apportionment of the other part of the school fund, they are entitled to be treated exactly like any other public school district of the county. The fact that these districts are operated under a special charter does not prevent them from being public school districts entitled to all the rights and privileges of other school districts in the distribution of the common public school fund, including the building fund. The fact that they issue bonds and levy taxes for better buildings and equipment ought to entitle them to more consideration, instead of less, by the county board of educa-

tion, in the distribution of the county building fund, and certainly ought not to cause them to be discriminated against by excluding them from sharing in that fund which they helped to pay, because they are willing to assume an additional burden of taxation to get better houses and equipment than the county and the regular school district can afford to provide. They should be encouraged rather than discouraged in such commendable efforts. The determination of their equitable share of building fund, according to their needs for building and equipment, is of course in the discretion of the county board of education. I simply suggest the following as an aid in arriving at an equitable determination of this: If the town or city has not provided houses and equipment out of its own funds by special taxation or bond issue the county board of education would be compelled to provide houses and equipment sufficient for the accommodation of the children of the district as a public school district. Estimate what it would have cost the board to make such provision on the basis of buildings and equipment of about an equal grade of those provided for other public school districts by the county board and then estimate the proportion of the cost thereof that the board would equitably allow from the county building fund upon the same basis as it apportions the cost of buildings and equipment between the county building fund and the district building fund in other regular public school districts of the county. Upon this equitable basis the board could make a lump allowance from the building fund to the town or city district or divide it into several years, allowing so much each year for two, three or four years.

Where a graded or other special school district has been established in a city or town, it is the duty of the county board of education to include in the distribution of the fund reserved for building and repairing schoolhouses in the county allowed by the statute such just and equitable part thereof as is required for such purposes within the graded or special school district established in the city. (163 N. C., 405.)

12. **County is Not Required** by Article IX, section 5, of Constitution of North Carolina to pay school fund amount of fine imposed when fine is worked out on roads or served out in jail. (January 15, 1914.)

13. **State Equalizing Fund** can be used only for teachers in elementary departments. No apportionment from the State Equalizing Fund can be made to high school teachers until after a full six months school term shall have been provided in the seven elementary grades. (July 22, 1913.)

14. **Total State and County Poll Tax** cannot exceed two dollars. Not more than one-fourth of this amount can be used for maintenance of the poor. At least three-fourths must be appropriated to the public schools. If so much as one-fourth is not used for the maintenance of the poor the balance, whatever it may be, must be turned over to the public school fund. (January 3, 1913.)

15. **Appropriation by a County Board of Education Under Section 4116 to City Schools in Which a City Superintendent is Included as a Teacher.**—As a superintendent of a city school is required to devote a part of his time to the supervision of the elementary school, it is equitable that he could under the law and should be allowed an apportionment on about the same

basis as a teacher in these schools. It would be proper to count the superintendent of the city school as a teacher, because of his connection with the elementary school and so provide a reasonable compensation for his supervision of those schools in the apportionment from the county school fund. (January 29, 1916.)

16. **The Levying of an Extra Tax for Four Months School Term.**—Section 6 of the six months school law provides that a special tax of fifteen cents on every one hundred dollars worth of property, real and personal, and forty-five cents on polls, may be levied to provide for a four months school term in every school district. This is meant not to exceed the constitutional limitation of two dollars on polls unless, by special election, the same has been provided for. (May 28, 1917.)

17. **City Boards of Education May Not Use Any Part of the General Public School Fund for the Maintenance of a Night School for Adult Persons.**—In the absence of special statutory authority, a city board would not have the right to use the taxes levied and collected by the city for school purposes, for a night school for adults. (January 19, 1915.)

18. **Payment of Fee for Recording of Deeds.**—There seems to be no law that exempts the recording of deeds to public school property from the payment of the usual charges for performing this service. I should judge that the board of education would be the proper party to pay the recording charges for deeds to property that belongs to that board. (April 21, 1917.)

19. **The Borrowing of Money to Pay Teachers' Salaries, Where the County Apportionment Has Been Used for Building a House.**—The county board of education would not have authority to borrow money to pay teachers' salaries in special districts where the county apportionment for this year had been appropriated for building a house, except for the amount of the apportionment and special taxes that will be available for that district for this school year. Under section 4150 of the Public School Law no part of the school fund for one year can be used to pay school claims for the previous year. Therefore, the board would not have a right to borrow money to pay the salaries of teachers for this year and repay it out of funds due the district for next year. It could borrow money only to the amount of funds that will be available from all sources from taxes and apportionment of this school year for teachers' salaries in the special district. (August 31, 1916.)

X

SPECIAL-TAX ELECTIONS

1. **Special-tax Elections Held Within Less Than Thirty Days of Another Election.**—After consultation with the Attorney-General, I am of the opinion that the provision in the general election law forbidding the holding of elections within thirty days of another election does not apply to special-tax elections held under section 4115 of the Public School Law, which provides that such elections may be held after thirty days notice, and that there is no recent decision of the Supreme Court touching the matter, so far as we have any information.

2. Sundays Counted in Twenty Days for Keeping Registration Books Open. In counting the twenty days preceding an election for local tax, during which the registration books must be kept open as provided by section 4323 of the Revisal, Sundays must be included. (June 9, 1909.)

3. Qualified Voters; Number Determined by Old Registration Books.—The board of county commissioners should use the old registration books as a basis for determining whether or not the requisite number of qualified voters have signed a petition for the repeal of a special tax. Either party to a controversy, however, would have a right to show that some who are now registered have left the district and that other qualified voters have come into the district and become qualified.

4. Ordering Local-tax Election: County Board of Education Has Discretion; County Commissioners Have Not.—The approval of a petition for a local-tax district lies wholly in the discretion of the county board of education, and may not be compelled, but upon a petition of one-fourth of the freeholders endorsed by the county board of education, the county commissioners have no discretion but *must* order and hold the election as provided in section 4323 of the Revisal. (July 1, 1909.)

5. Taxation in Local Tax District, Authority of Commissioners to Fix Rate of.—If special-tax election was called under the general provisions of section 4115, without specifying in the petition, order, or notice the amount to be voted, levied, and collected, the county board of commissioners can levy and collect a less amount than the maximum fixed in this section, but only upon recommendation of the committee of the district approved by the county board of education. (June 1, 1911.)

6. How Special Tax May be Repealed.—An amendment to section 4115 by the General Assembly of 1909 provides a way by which a special-tax may be repealed without special legislative enactment. An election for this purpose may be called by the board of county commissioners, upon approval by the county board of education of a petition signed by two-thirds (1911) of the qualified voters residing in the special-tax district. Such election cannot be held within less than two years from the date of the election at which the tax was voted nor within two years of any previous election for voting off the tax.

7. Persons Not Allowed to Vote Who Moved Into District Within Four Months Preceding Election.—Persons may not be allowed to vote at a special school election who have moved into the district from another part of the same township within four months preceding the date of election. Section 4316 of the Revisal of 1905 provides that, to be entitled to vote, a person shall have resided four months in the precinct, ward, or election district in which he offers to vote next preceding the election. (March, 1913.)

8. Boundaries of a Special-tax District may not be enlarged by the Legislature unless an election is provided for in the territory which has not voted upon the question of a special-tax levy. (February 13, 1915.)

9. To Vote in a Special-tax Election which is held prior to May first, a man must have paid his poll tax for the preceding fiscal year. That is to say, no man can vote in a special-tax election which is held between January first and May first unless he could have voted any time after May first of the preceding calendar year. (March 19, 1915.)

10. **Where a Two-dollar Poll Tax** has already been levied for general State and county purposes, there can be levied, by a vote of the people, a special tax upon the property in any given district without the corresponding tax on the poll. (March 19, 1914.)

11. **The Term "Freeholder"** does not include women, infants, and non-residents. (January 29, 1914.)

12. **Taxes Must be Levied Equally** on all residents living within the confines of a special-tax district, without respect to race. (March 25, 1914.)

13. **Contiguous Territory** may be added to a special-tax district by vote of the people in the territory to be annexed. (October 16, 1914.)

14. **No Petition to Revoke** a special-tax can be approved by a county board of education so long as there is any debt on the building in such district caused by the borrowing of money from the county or the State over and above that to which the district was rightfully due from general building fund. (April 30, 1914.)

XI

SCHOOL PROPERTY

(a) *General—Title to and Control of.*
(b) *Houses and Lands.*

(a)

1. **Title to School Property in District Created by Legislature Remains in County Board.**—The title to the public school property that may be in a district, when created by legislative enactment, which gives authority to a local school board to manage the school affairs of the district independent of the county board of education, remains in the county board of education, and such property may be disposed of by the county board in such manner as it deems equitable and just.

2. **Control of School Property Vested in Committee and County Board.**—Under sections 4147 and 4125 the school committee and the county board of education have full power to control the school property and to make rules and regulations for its control in such manner as they deem best for the interest of the public schools and the cause of education. The county board of education unquestionably has the entire control of the property in a district in which the committee has resigned. (April 17, 1908.)

3. **Proceeds From Sale of School Property.**—It is no violation of the spirit of the law to appropriate the proceeds from the sale of school property for the purpose of purchasing other property in the same or an enlarged district, although the full per cent of the annual fund allowed for building may have been set aside for the district.

4. **Condemnation Proceedings, When and How Instituted.**—Under section 4131 of the Public School Law the county board of education has authority to select a site for a schoolhouse and secure the same, to the extent of three acres, by condemnation, if it cannot be obtained otherwise. In accordance with this section, appraisers shall be appointed by the clerk of the Superior Court to appraise the value. Section 4131.

5. **Land Acquired by County Board Does Not Revert to Heirs.**—Land acquired by the county board of education through condemnation proceedings, when it ceases to be used for school purposes, does not revert to the heirs of the original owner, but as the board acquires a title in fee simple, the board can give a title in fee simple. (June 12, 1911.)

6. **Property Deeded for School Purposes; When it Reverts to Heirs.**—Property deeded for school purposes to school trustees or to the county board of education except by fee simple deed, reverts to the heirs of original owners when it ceases to be used for the purposes set out in the deed. (March 17, 1909.)

7. **Insurance on School Property, How Paid.**—Every school district is permitted to spend not to exceed twenty-five dollars a year out of its apportionment of the county school fund for necessary incidental expenses; a larger amount for such expenses must be approved by the county board. A reasonable amount of insurance could be carried on the school property of a district and the premium paid out of the twenty-five dollars allowance. The premium could not be paid out of the county reserve fund, because that fund is limited to the payment of the expenses of the county board and the county superintendent's salary. As the title to school property is vested in the county board of education, it can insure it and order payment out of funds apportioned to district.

(b)

8. **Plans for Schoolhouses Must be Approved and Buildings Inspected.**—It is true that plans and specifications for schoolhouses are provided at the office of the Superintendent of Public Instruction. Furthermore, the law forbids the erection of any public schoolhouse that is not built in accordance with plans approved by him. Of course, this does not mean that all schoolhouses must be built after the plans and specifications that have been prepared for distribution from this office, but other plans may be submitted for his approval, as is often done. Section 4124 also requires all new schoolhouses to be inspected, received, and approved by the county superintendent before full payment is made therefor.

9. **Doors of Schoolhouses Must Open Outward.**—Under the provisions of chapter 637, Laws of 1909, the doors of schoolhouses having more than one room, whether in towns or in the rural districts, must be so hung as to open outward. (July 12, 1909.)

10. **One-half of the Cost of New Schoolhouses May be Paid by County Board.**—Section 4124 clearly means that the county board, out of the building fund which it may reserve by the provisions of section 4116, shall not pay exceeding one-half the cost of building any new schoolhouse, the other half of the expense to be borne by the district. But the board has complete control of the whole subject, and may forbid the erection of a schoolhouse in a district which ought not to exist. It must be remembered that no house can be built unless it is built in accordance with plans approved by the State Superintendent, and the county board is charged with the duty of carrying into effect this provision to secure neat, comfortable, and attractive houses. Pamphlets containing plans of such houses as will be approved by the State Superintendent, together with specifications, estimates of cost, and bills for

materials, will be furnished by the State Superintendent on application. The purpose of limiting the amount of the school fund that can be annually expended for the school buildings was to prevent the hurtful decrease of the school term. Using the proceeds of the sale of old school property for new and better property is simply exchanging school property, and need not be accounted for in the annual apportionment of the school fund of the county.

11. **Public School Building Not Subject to Statutory Lien.**—"A public school building, vested in trustees for public school purposes, is not subject to statutory lien for materials furnished for its contractor, in the absence of a statute indicating a legislative purpose to the contrary." 150 N. C., 680. (December 13, 1911.)

12. **New Buildings.**—Sections 4116 and 4124 authorize county paying half cost of buildings out of county building fund and taking out of district fund balance unless otherwise provided for by district. (December 3, 1914.)

XII

MISCELLANEOUS

1. **Contracts With Private Schools Authorized; Contracts with Sectarian or Denominational Schools Forbidden.**—Section 4151 of the Public School Law expressly gives authority to the school committee to contract with the teacher of a private school, regularly conducted for at least six months in the year, to use the public school fund in connection with the private school to give instruction to all pupils between the ages of six and twenty-one years in the branches of learning taught in the public schools, under the conditions prescribed in that section. I have ruled that the term *private school* does not include *sectarian* and *denominational schools*. There is, therefore, not only no authority for making any contract with these schools for the use of public school funds, *but contracts with such schools are forbidden.*

2. **Compulsory Vaccination; Sanitary Committee May Order.**—Section 4347, Volume II, the Revisal of 1905, provides that the sanitary committee of the county may make such regulations and provision for the vaccination of all the inhabitants of the county and impose such penalties as they deem necessary to protect the public health. Sections 3453 and 3455, Volume I, the Revisal of 1905, make any person violating these rules and regulations guilty of a misdemeanor. Therefore, if the sanitary committee of a county legally orders compulsory vaccination for the people of a town, it is the duty of the school authorities and patrons of the schools to obey the order.

It is especially the duty of all teachers and school officers to inculcate in children the spirit of obedience to law. See section 23, chapter 62, Laws 1911.

3. **Only Colleges and Universities Can Confer Degrees; Power Given by Legislature.**—Only a chartered college or university can issue a diploma or confer a degree. Colleges and universities have no power to confer degrees or grant diplomas unless the power is expressly given by legislative enactment. (February 23, 1909.)

4. **Use of Schoolhouse for Religious Purposes.**—The school house is the property of all the people, built by the taxes of all the people, and while it

is under the control of the county board of education and the school committee, the continuous use of it for the benefit of only a part of the people consisting of one religious denomination is always subject to criticism from some of the people belonging to other denominations; and for that reason I think it usually unwise to permit a schoolhouse to be used continuously as a church by one sect or denomination. If one denomination is permitted to use it for this purpose, other denominations would have the same right to demand its use, if needed, and all sorts of complications might arise. I think the occasional use of the schoolhouse by any religious denomination for such a good purpose as the promotion of religion among the people is for the elevation of the community and is proper, or the use of it by a denomination while they are building a church, or getting ready to build a church, as an accommodation, it seems to me, ought not to be objected to, with the permission of the county board of education and the school committee.

5. **County Board of Education** does not have right to require individual drinking cups. (February 7, 1913.)

6. **The Chairman of a Board of Trustees** or other governing body has only one vote; that is, he may not vote as a member and also as chairman after his vote as a member has been used to bring about a tie. (May 23, 1913.)

7. **Vaccination Against Smallpox** and other contagious diseases may be required of all school children by board of health of any town, city, or county. (November 25, 1913.)

8. **Legislature Cannot Raise** rate of interest on school bonds without providing for an election by the people in the district affected. (January 28, 1915.)

9. **A City School Board** may not use the taxes levied and collected for school purposes to run a night school for adults, unless special permission to this end is granted by Legislature. (January 19, 1915.)

10. **Position on Sub-Textbook Commission** is not to be considered an office, and a member of the sub-textbook commission may hold office while pursuing his duties as member of such commission. (October 7, 1913.)

11. **If a School Site Has Been Donated** with the provision that it reverts to owner when no longer used for school purposes, the committee have a right to remove or sell the school building, etc., before giving up the site. (July 14, 1913.)

12. **Not More Than One-third** of the funds for the maintenance of the high school department in any public high school may be apportioned by the county board of education out of the county school funds until a minimum school term of six months is reached throughout the county.

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